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ABSTRACT

A study examined career aspirations and job attainment among women returning to college in Maryland. To determine the effectiveness of Maryland continuing education programs for women, a random sample of 767 women aged 32 to 45 from seven institutions (universities, colleges, and two-year colleges) were surveyed by telephone to obtain information about career aspirations and job acquisition and such demographic data as marital status, economic background, and number of children. Data revealed that most reentrants were employed, married, and had children living at home. Three-fourths of them enrolled for career related reasons. Only a minority took a math course and only a few received counseling. Blacks attained lower socio-economic status and acquired fewer desired jobs. Data varied somewhat among the three types of institutions and among groups of women. Only a minority of women entered new or nontraditional careers and most were not receiving maximum benefits from their new curriculum or career options. Recommendations included training counselors in decision-making techniques, making women aware of marketplace demands and the importance of math and science, development of more career-oriented programs, and helping counselors realize the real needs of reentry women. (Appendixes contain the survey instrument, variables, and group references.) (MN)

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STATEWIDE ASSESSMENT OF CAREER ASPIRATION AND JOB ATTAINMENT AMONG WOMEN RETURNING TO COLLEGE IN MARYLAND

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ABSTRACT

In order to determine the effectiveness of programs of Continuing Education for Women in Maryland, seven hundred and sixty-seven women, who were between thirty-two and forty-five years of age when they re-entered one of seven Institutions of Higher Education during the past ten years, were asked questions, by a telephone survey, that yielded personal data and information about career aspiration and job acquisition. Most of the re-entrants registered for college since 1975 (60%), were married (75%), employed (66%), and had children living at home (87%).

Three-fourths of the re-entry women enrolled for career related reasons; one-fourth enrolled for self-enrichment. Degrees were sought by most of the women (75%) though some came "just to take courses" (25%). At the time of interview, most of the women had either completed their curriculum (45%) or were still enrolled (22%). School was believed to have helped with goals in most instances (86%) and helped change goals in some cases (41%).

At the time of enrollment, eighteen percent of those employed were secretaries, twenty-seven percent were in teaching or related occupations, and six percent were doing nursing or social work. At the time of interview, seventeen percent were secretaries, thirty-five percent were in teaching, and eleven percent were in nursing or social work. Compared to time of enrollment professionals (49%), business (13%),

and science and engineering less than 1% present data yields only minor differences (professionals, 50%, business, 20%, science and engineering, 2%).

Most women (81%) were not working in non-traditional careers. Over a third (40%) did not get the exact job desired and twenty-nine percent did not get jobs related to the desired field. A math course was taken by a minority of the returning women (45%); counseling was also received only by few (32%). Counseling did not effect whether women got the exact job desired, or whether women entered non-traditional careers.

Current job satisfaction was not clearly related to having acquired the exact job desired and was reported by eighty-three percent of the re-entrants. Blacks differed from Whites in that they were more dissatisfied (23%) than Whites (13%), attained lower socio-economic status, and acquired fewer of the desired jobs. Of the total population, unemployed (8%) a higher percentage of Blacks were unemployed because they couldn't find a job (58%) than Whites (10%) who tended to be unemployed because they didn't want to work, or didn't have the time.

Data varied somewhat between the three groups of institutions: universities, colleges, and community colleges. It also varied among the groups. Each of the institutions in this study had unique characteristics. So did the women who attended them. A majority of the women who returned to college for career related reasons received some upgrade in status. Only a minority of women entered "new careers" or non-traditional ones. Most returning women were not receiving maximum benefits from their curriculum or career options.

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CHAPTER I

BACKGROUND INFORMATION

In 1963 the President's Commission on the Status of Women focused on the need for a comprehensive program of continuing education to meet the needs of women, and urged support for such a program so that housewives returning to school could be trained to fill the labor needs of the nation.

With the allocation of Title I funds, CEW (Continuing Education for Women) programs dotted the nation and ranged in scope from the massive "Minnesota Plan for the Continuing Education of Women" which enrolled 1,300 women in its first three years, to small programs at local community colleges. However, all programs were geared to help women "retreads" prepare for multiple future roles, and in this regard all attempted to offer some assistance in career planning and guidance.

In the past fifteen years there has been a rash of studies describing the personality characteristics of the housewife who returns to school, and a body of literature has developed relating to predictors of academic achievement (Richmond, 1972). However, there is no such fortunate body of literature relating to vocational outcomes for the adult women who have returned to universities, colleges and community colleges in the same period of time. We know, however, that women outnumber men in the Higher Education Institutions in Maryland. We also know that the need for labor has changed radically and tightened drastically since 1963 when funds were first allocated to support CEW programs. Additionally, we know that the numbers of women returning to college have constantly increased each year since 1963, and the average age of the returnee has continued to drop. It would therefore seem as though more women are preparing for fewer job possibilities.

Another area of related concern is that CEW programs have proliferated so rapidly that counselors and other student personnel workers often are in the position of managing life-style planning sessions with adult women, without, themselves, having knowledge of the factors involved. Little is known about the effect on a person of making vocational decisions when one is maintaining a career at home, and at the same time accepting an exploratory position with regard to seeking "outside" employment.

In brief, the area of vocational development and successful job acqusition for the woman who has returned to college after a break in her education and/or career process remains relatively unresearched. In making a comparison between returning women and regular college age women, Richmond (1972) ascertained that returning women have higher need achievement and stronger vocational preferences but lower mathematics achievement scores than regular college age women. It follows that most women returning to college tend to seek careers in the crowded humanities, human service areas with which they are familiar rather than in the areas where a background in mathematics is required.

Fox (1977) has clearly demonstrated that sex-role socialization effects mathematics participation and achievement. Mathematics achievement, or lack of it, in turn, effects potential for career selection. Therefore it seems that effective CEW programs should combat early negative stereotypic sex-role socialization patterns, and at the same time stress the importance of knowledge of math for full range job selection potential.

Richmond (1972) discovered that even though women who return to college have, on the whole, higher achievement motivation, higher grade point average and stronger vocational preferences (albeit in traditional areas) than regular college age women, these same women attend school only part-time, express lower vocational aspirations, and indicate less of an intent to graduate than regular college age women.

Concurrent with the rise of CEW programs, there has been much talk about the entry of women into non-traditional careers. Although no explicit claims are made to link re-entry into higher education with the attainment of either "non-traditional" or " new careers" an implicit connection exists. One might readily accept that CEW programs open "new options" and that "new directions" imply new kinds of careers.

A question is legitimately raised as to whether the real needs of returning women are met by the Maryland Colleges who serve these women, and whether the State's needs for a qualified labor pool are best met by the CEW programs that exist.

It is generally assumed that CEW programs are valuable. Such programs most frequently feature counseling: many of them include career development and life-style planning components. There is a current mythology that these programs effectively help women in the area of "self-discovery," and, where desired, career decision making and attainment. Such programs are costly in terms of dollars and time.

Because favorable vocational outcomes for the adult woman who returns to college in Maryland are assumed rather than assessed, it is important to research the relationship between job aspiration and outcome with higher education as an intervening variable. Whether women receive career or other types of counseling in their programs, or whether they study mathematics needs to be investigated for each may be a factor that has bearing on the outcome.

A relationship exists between sex-role stereotyping and women's perception of career options. Therefore questions of early job aspiration as well as current job aspiration, and questions with regard to whether work is perceived by women as "job" or "career" also demand consideration.

PURPOSE

The purpose of this study was to ascertain whether Maryland Institutions of Higher Learning merely respond to "felt needs and desires" of re-entry women, or whether these institutions give useful direction, and if need be, remediation so that old stereotypic notions are destroyed and new career options are explored. Rather than study the programs that exist within colleges, this research surveyed the reentry women who attended selected Maryland universities, colleges and community colleges within the past decade. As such, it was a retrospective study that asked women to look at themselves in terms of job aspirations, college experiences, job attainment, and satisfaction. Demographic variables were also considered. Conclusions were drawn for the entire population as well as for subgroups such as university, college, and community college groups.

In summation, the Statewide Assessment Study was directed to study the job aspiration and job attainment of women re-entering higher education in Maryland in terms of:

(1) Level of aspiration of women who were between the ages of 32 and 45 when they returned to community college, college or university between 1968 and the present.

(2) The similarities and differences between the level of aspiration of the three discrete populations of women, those returning to the university, those returning to four year liberal arts colleges, and those returning to community college.

(3) The relationship between level of aspiration upon entry and the type of job actually sought by the returnees.

(4) The relationship between academic preparation, the types of jobs sought and the number and kind of jobs required by the returnees.

(5) The perceived effectiveness of the college program in relationship to the broadening of career options and career attainment by returnees.

Furthermore, data were gathered relating to women's perception of the personal, family and social benefits and problems that accrue to the initial return to school, and the return to work. This data could provide base for a longitudinal study on life-styles and vocational growth stages of women who have returned to college in mid-life.

Because of the methodology and instrumentation developed, this research might serve as a pilot and model for further studies on the relationship between level of career aspiration and career attainment in re-entry college women. However, its primary purpose is to demonstrate whether representative colleges in Maryland meet the real needs and expectations of the women who return to the colleges to continue their education. Conclusions and recommendations primarily address this question.

SAMPLE

Seven institutions were selected to take part in this study, three the first year and four the second year. The initial three institutions were The Evening College of The Johns Hopkins University, Morgan State University and Dundalk Community College. The latter, a public two year institution located in densely populated Southeastern Baltimore County, was selected for its well known CEW programs. Morgan State University and Johns Hopkins University (The Evening College) are both urban universities with large part-time populations, but without specially designated programs for returning women.

The remaining four institutions included in this study were The College of Notre Dame of Maryland, Hood College, Prince Georges Community College and Hagerstown Junior College. Notre Dame and Hood are both private four year Liberal Arts colleges that cater to women. Both of them actively seek returning women and offer them special programs of guidance and counseling as well as coursework. The College of Notre Dame is located in an urban setting in Baltimore City and Hood College provides a more rural atmosphere in Frederick County.

Prince Georges Community College and Hagerstown Junior College are comprehensive community colleges. Prince Georges is a large institution with four campuses, whose main campus is in Largo, Maryland, which borders on the District of Columbia. Currently 20,000 students are enrolled, two-thirds of them part-time. Hagerstown Junior College is a smaller institution located in Western Maryland, two and a half miles from downtown Hagerstown. Both Prince Georges and Hagerstown are community-oriented, public two year colleges interested in serving the educational needs of the community. As such, continuing education is considered to be part of their mission.

From the seven named institutions a sample of seven hundred and sixty-seven (767) women was selected. The sample was selected in the following manner. Each college was asked to generate a list of all women between the ages of 32 and 45 when they entered between the years of 1969 and 1979. The women also had to have earned at least twelve credits to be included on the list. From this total a random sample was generated for Morgan, Hopkins and Prince Georges (colleges with large populations). Total populations were utilized for Dundalk, Notre Dame, Hagerstown and Hood.

The final sample (767) was drawn from a total number of three thousand two hundred and thirty-one (3231) women who fit the age and credit criterion. From a total population of six hundred and twenty-five (625) women at Morgan, a random sample of two hundred and sixty (260) was drawn. Of these, 25%, or one hundred and fifty-five (155) women completed the interview survey.

From a total population of six hundred and thirty-eight (638) re-entry women at Hopkins, a random sample of two hundred (200) was drawn. Of these, one hundred and thirty-nine (139) women, 22%, completed the interview survey.

At Prince Georges, from a total population of one thousand three hundred and fifty-nine (1359), a random sample of three hundred and forty-eight (348) was drawn. Of these, one hundred and eighty-one (181) women, or 13%, completed the interview survey.

Of the total population at Dundalk, numbering three hundred and thirty-seven (337) persons, ninety-seven (97), or 29%, completed the survey interview. At Notre Dame, of a total population numbering one hundred and forty-two (142) women, one hundred and seven (107), or 75% completed the interview. Hagerstown yielded a total population of seventy-nine (79). Of these, forty-nine (49) women, or 62%, completed the interview. The Hood College sample differed somewhat from that of the other institutions in that the institution tendered the researchers names of graduates who were between the ages of 35 and 42 when they entered during the past ten years. The total population of women meeting the age criterion graduating from Hood was fifty-one (51). Of these thirty-nine (39), or 76%, completed the survey interview.

In summary, of the 3231 women eligible to be interviewed, 1417 women, or 44%, were selected to be interviewed. Of the 1417 women selected, 767 were located and completed the survey interview. This sample of 767 women amounted to approximately one fourth of all re-entry women meeting the criterion for this study in terms of credit (minimum of 12) and age (32-45 years at time of entry during the years 1969-1979).

The sample of 767 women was comprised of 294 women (38%) from the universities, 146 women (19%) from the four year colleges and 327 women (43%) from the community colleges.

CHART 1

Major Subgroups Comprising The Sample

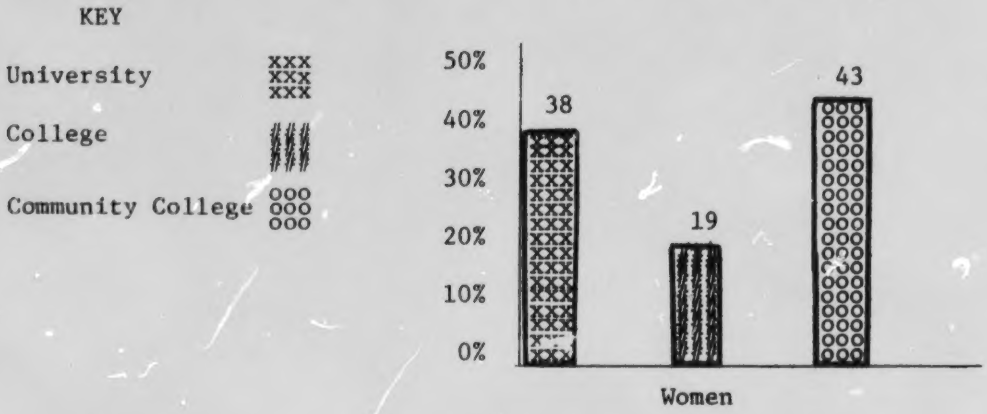
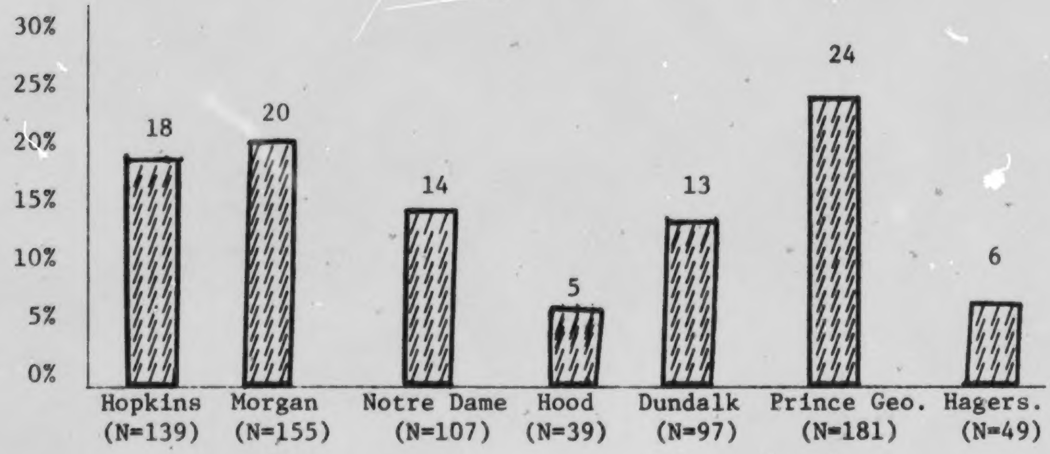


CHART 2

The Seven Institutions Comprising The Sample (N=767)



METHOD

A sample of women was pulled from each of the institutions as described in the previous section. Current addresses and telephone numbers were found, wherever possible, for the sample. A cadre of telephone interviewers were trained and a survey instrument (see Appendix A) was developed. Consenting re-entry women were interviewed by telephone using the structured interview sequence that constituted the survey. Answers were recorded and coded. A variable list was generated (see Appendix B) and data were punched on computer cards for analysis. Frequency data were reported in terms of percentages but statistics including correlation coefficients and analysis of variance with associated tests of significance were used as needed to answer specific questions generated by the study. Data were analyzed for the entire group but comparisons were made for the various subpopulations included in the study.

INSTRUMENTATION

A survey instrument, a structured questionnaire, was developed and piloted as a telephone interview. The instrument gathered demographic information such as marital status, economic background and number of children at time of re-entry. It also asked for data relating to work history, academic and career aspirations upon re-entry, type of academic preparation, whether counseling was received and whether it helped, and whether math was recommended and whether it was studied. Questions yielding data relating to present job, job satisfaction and personal satisfaction in life, were also included in the survey instrument.

REPORTING OF DATA

Data for this study were gathered from a large number of women on a large number of questions. In several instances women declined to answer one or another question while agreeing to answer all others. In other instances, due to interviewer oversight, a question might not have been asked, or the answer left uncoded. For this reason data were reported in each section on the number of women actually answering the question under study.

CHAPTER II

THE WOMAN WHO RE-ENTERS

GENERAL DATA

Although the primary focus of this study was job aspiration and job acquisition patterns of the re-entry college woman, it is pertinent to cite come general observations about her.

AGE

The women in this study were between the ages of thrity-two (32) and forty-five (45) when they re-entered college. At the time of the interview, one-fourth of the women were forty-five years of age or older.

Ages of the women at time of interview are shown in Table 1.

Table 1. Age of Women in Study at Time of Interview (1979-1980)

Present Age of Women	Number N=766	Percent (%)	Cumulative Percent (%)
Under 36	43	6	6
36-39	249	33	39
40-44	282	37	76
45-50	179	23	99
Over 50	13	2	101

Forty percent (302) of the women in this study registered for college prior to 1975 and 60% (461) registered between 1975 and 1979. At time of first registration, 75% of the women re-entering education were under forty years of age, as illustrated in Table 2.

Table 2. Age of Women in this Study at Time of Return to School

Age of Women at Return to School	Number N=763	Percent (%)	Cumulative Percent (%)
35 or Under	357	47	47
36-39	211	28	73
40-44	195	25	100

The data in Table 2 reflects the entire sample. When the subgroups were investigated (see Table 3), it appeared that the largest percentage of women under thirty-five were returning to community colleges and that the private colleges were attracting the largest percentages between the ages of forty and forty-four. Chart 3 illustrates the differences of age group categories between the subgroups.

CHART 3

Distribution of University, College and Community College Returning Women According to Age Categories

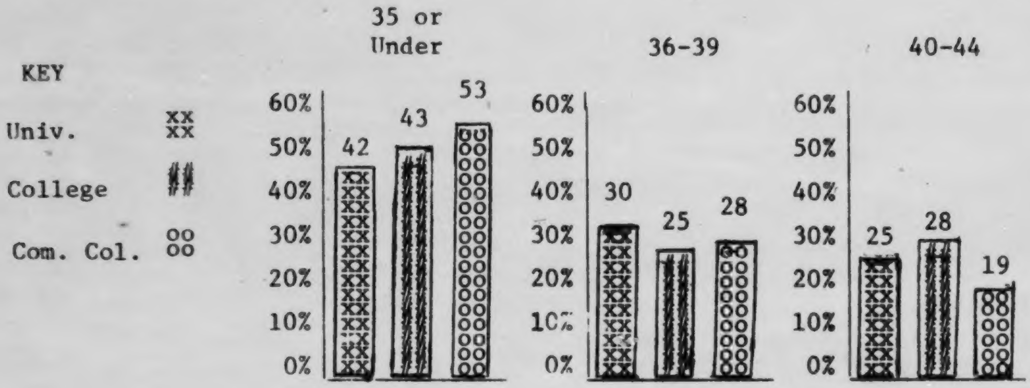


Table 3. Age of Women in the Subgroups of this Study at the Time of Their Return to School

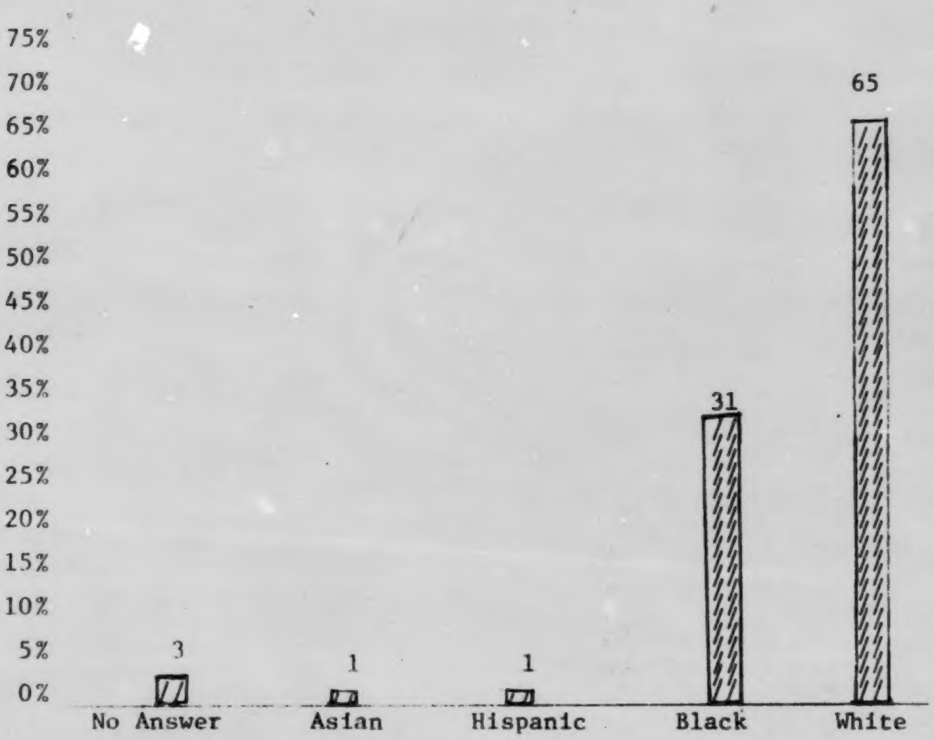
University			College			Community College		
N=291	%	Cum. %	N=145	%	Cum. %	N=327	%	Cum. %
122	42	42	63	43	43	172	53	53
88	30	72	33	23	66	90	28	81
81	28	100	49	34	100	65	19	100

RACE

Sixty-five percent (65%) of the women (767) studied reported to be Caucasian, and thirty-one percent (31%) were Black. Approximately one percent (1%) reported to be of Hispanic extraction and one percent (1%) Asian. There were no answers for 3% (24) persons on this variable.

CHART 4

Racial Distribution of the Total Population of Returning Women in This Study



A different picture, however, appeared when the subgroups were investigated. Although the Asian and Hispanic populations were negligible throughout. Blacks predominated the university population (52%) and were almost negligible (6%) in private college population. They accounted for twenty-three (23%) of the women returning to community colleges.

CHART 5

Distribution of University, College and Community College Women According to Race

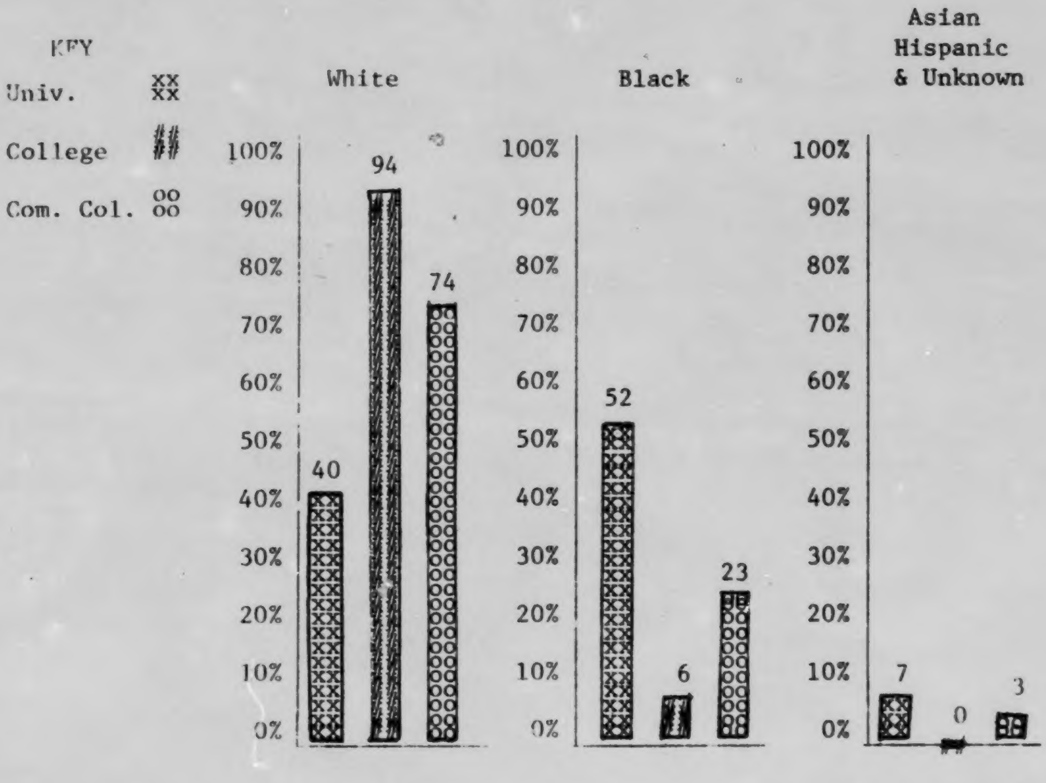


Table 4. Race of Women in the Total Population and the Three Subgroups of This Study

	Total N=767		University N=294		College N=146		Com. Col. N=327	
	N	%	N	%	N	%	N	%
Black	235	31	152	52	8	6	75	23
White	496	65	116	40	138	94	242	74
Hispanic	6	1	3	1	-	-	3	1
Asian	6	1	3	1	-	-	3	1
No Answer	24	3	20	7	-	-	4	1

The subgroups of this study, as previously mentioned, were comprised of seven individual institutions. All three of the community colleges were public institutions. Both of the colleges were private institutions. The university population came from one public Univerity (Morgan) and one private University (Hopkins). Originally, during the period of segregation, Morgan was designated as a Negro College. Today Whites account for 16% of the women in this study who are enrolled in Morgan State University. Chart 6 illustrates racial distribution across the seven colleges in this study and Table 5 indicates the numerical and percentage breakdown of the data.

CHART 6

Racial Distribution of Returning Women
Across the Seven Colleges in This Study

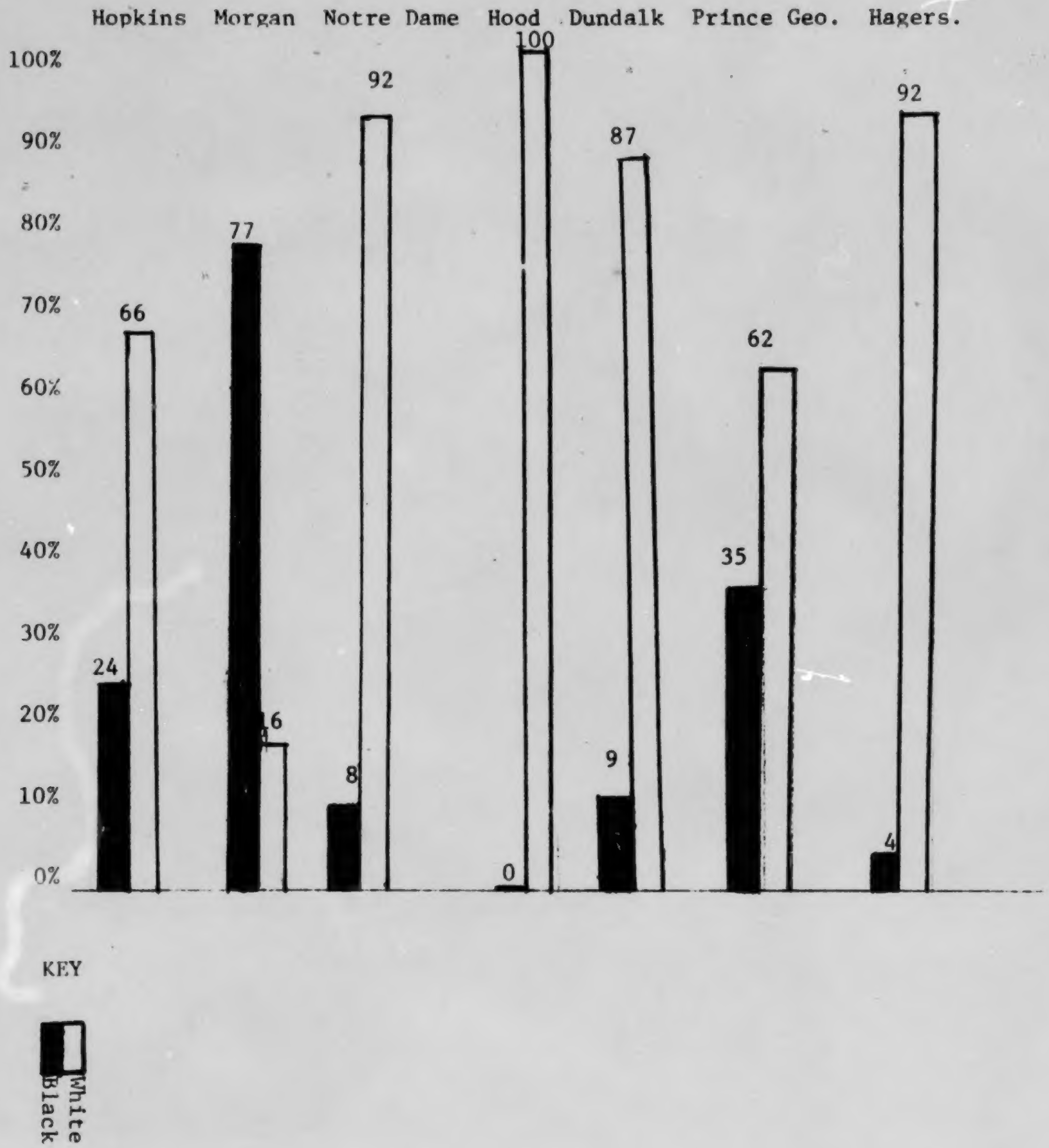


Table 5. Race of Returning Women in each of the Seven Colleges in This Study

	Hopkins N=139		Morgan N=155		Notre D. N=107		Hood N=39		Dundalk N=97		Prin. Geo. N=181		Hagers. N=49	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Black	33	24	119	77	8	8	-	-	9	9	64	35	2	4
White	92	66	24	16	99	92	39	100	84	87	113	62	45	92
Hispanic	3	2	-	-	-	-	-	-	-	-	1	1	2	4
Asian	2	1	1	1	-	-	-	-	1	1	2	1	-	-
No Ans.	9	7	11	7	-	-	-	-	3	-	1	1	-	-

MARITAL STATUS

At the time of registration 75% (555) of the women under study (767) were married. The others were single (8%), separated (6%), divorced (8%), and widowed (3%). A lower percentage at the universities (68%) were married than at colleges (79%) and community colleges (79%). Proportionately a higher percentage of single women were enrolled in universities (12%) as compared to colleges (6%) and community colleges (5%). At the universities, eighteen percent (18%) were divorced at the time of registration as compared to fourteen percent (14%) at the colleges and fifteen percent (15%) at the community colleges. The widows were three percent (3%) across the three groups.

Table 6. Distribution of Marital Status Across Women Returning to University, College and Community College

	Total N=757		University N=286		College N=146		Community College N=327	
	N	%	N	%	N	%	N	%
Single	59	8	35	12	8	6	16	5
Married	566	75	195	66	114	79	259	79
Separated	48	6	22	8	4	3	22	7
Divorced	62	8	27	10	16	11	19	6
Widowed	22	3	7	3	4	3	11	3

Slightly less than ten percent of the women (63) changed their marital status between the time of registration and the time of interview. Of the sixty-three women whose status changed, twenty women (32%) got married. The remaining forty-three women were either separated or divorced (60%) or widowed (2%).

CHILDREN

Questions that related to children were answered by six hundred and twenty-five women. Of these, five hundred and forty-three (87%) said that they had children present in the home at the time that they registered for school. Whatever the subgroup, the percentage of returning women who had children present in the home was very high, as evidenced in Table 7.

Table 7. Whether There were Children Present in the Home by Total Population, and each of the Subgroups

Children Present in Home	Total N= 265		University N=265		College N=137		Community College N=223	
	N	%	N	%	N	%	N	%
Yes	543	87	224	85	115	84	204	92
No	82	13	41	15	22	16	19	9

Of the six hundred and twenty-five women, two hundred and eighty-eight (46%) had preschoolers present in the home at the time of registration. This constituted fifty-three percent (53%) of all women with children present in the home.

One hundred and eleven (111) women with preschoolers had one of them (39%). One hundred and seventy-four (174) women with preschoolers had two at home (60%). Three women (less than 1%) had three or more preschoolers at home.

CHART 7

Percent of Women With Children and With Preschoolers Present in the Home at Time of Registration

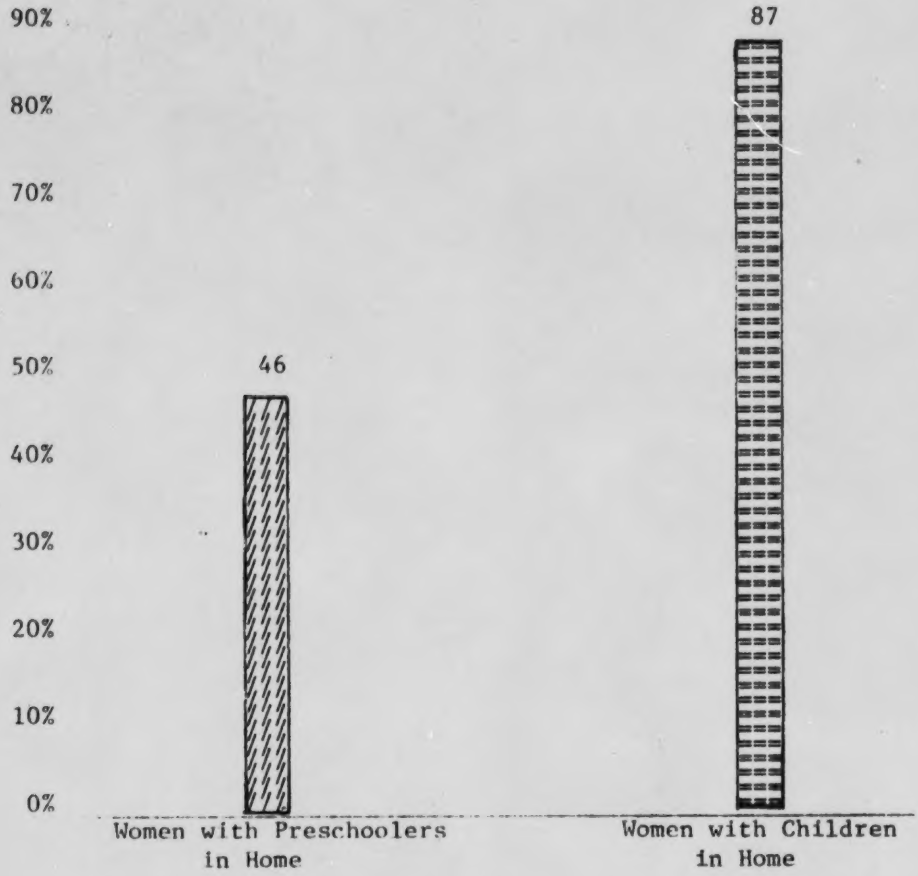
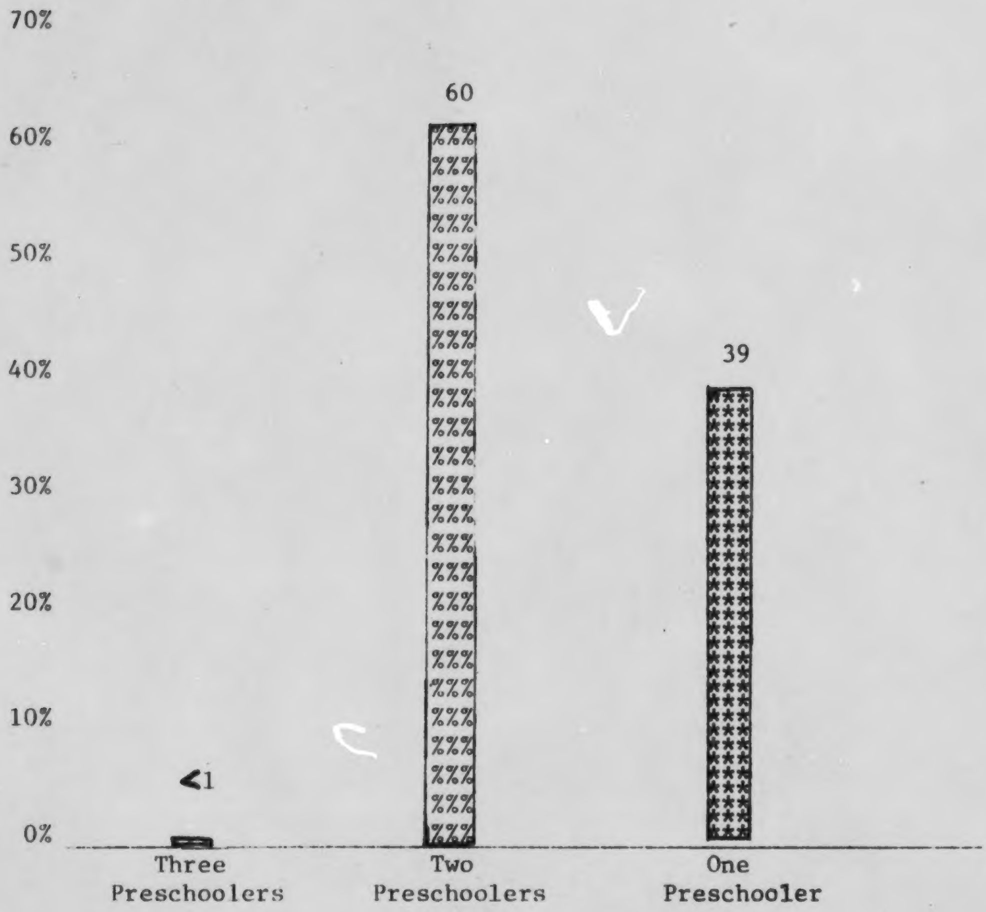


CHART 8

Distribution of Women With One or More Preschoolers in Home, At Time of Registration



HUSBAND'S OCCUPATION, FAMILY INCOME AND MEANS OF FINANCING EDUCATION

Husband's Occupation

It has previously been mentioned that, at the time of registration, approximately 75% of the seven hundred and sixty-seven (767) women in this study were married. Each who was married was querried about what was her husband's occupations at the time that she registered for college. Five hundred and fifty-five (555) women, 97% of the married women answered this question. All occupations fell into the classifications illustrated in Table 8.

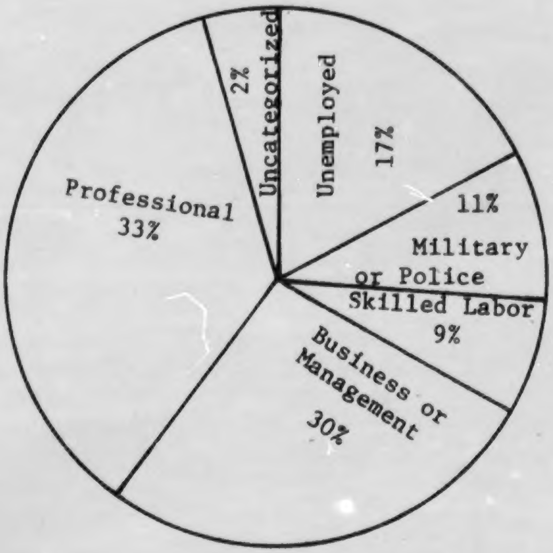
Table 8. Listing of Husband's occupations, and Number and Percentage of Husbands in Each

Husband's Occupation	Number N=555	Percent (%)
Unskilled Labor	24	4
Skilled Labor	39	7
Public Service	35	6
Physician	30	5
Lawyer	11	2
Teacher	42	8
Teaching Specialty (i.e. Guid., Reading, Admin.)	15	2
Scientific	20	4
Engineer	57	10
Salesman	16	3
Management and Administration	66	12
Computer Program	22	4
Own Business	16	3
Media	4	1
Business (General)	31	4
Unemployed	73	13
Clergy	8	1
Construction	11	2
Serviceman	24	4
Other	11	2

Categories of husband's occupations were created as follows: (1) Unemployed and/or Unskilled, (2) Police and Military, (3) Skilled Labor and Construction, (4) Business and Management, (5) Professional, and (6) all others. For the total population, ninety-seven husbands (17%) were unemployed or unskilled, fifty-nine husbands (11%) were in the military or police, fifty husbands (9%) were skilled laborers or in construction, one hundred and fifty-five husbands (30%) were in business or management related fields, one hundred and eighty-three husbands (33%) were professional, and six husbands (2%) were in other uncategorized fields.

CHART 9

Husband's Occupation by Category - Total Population



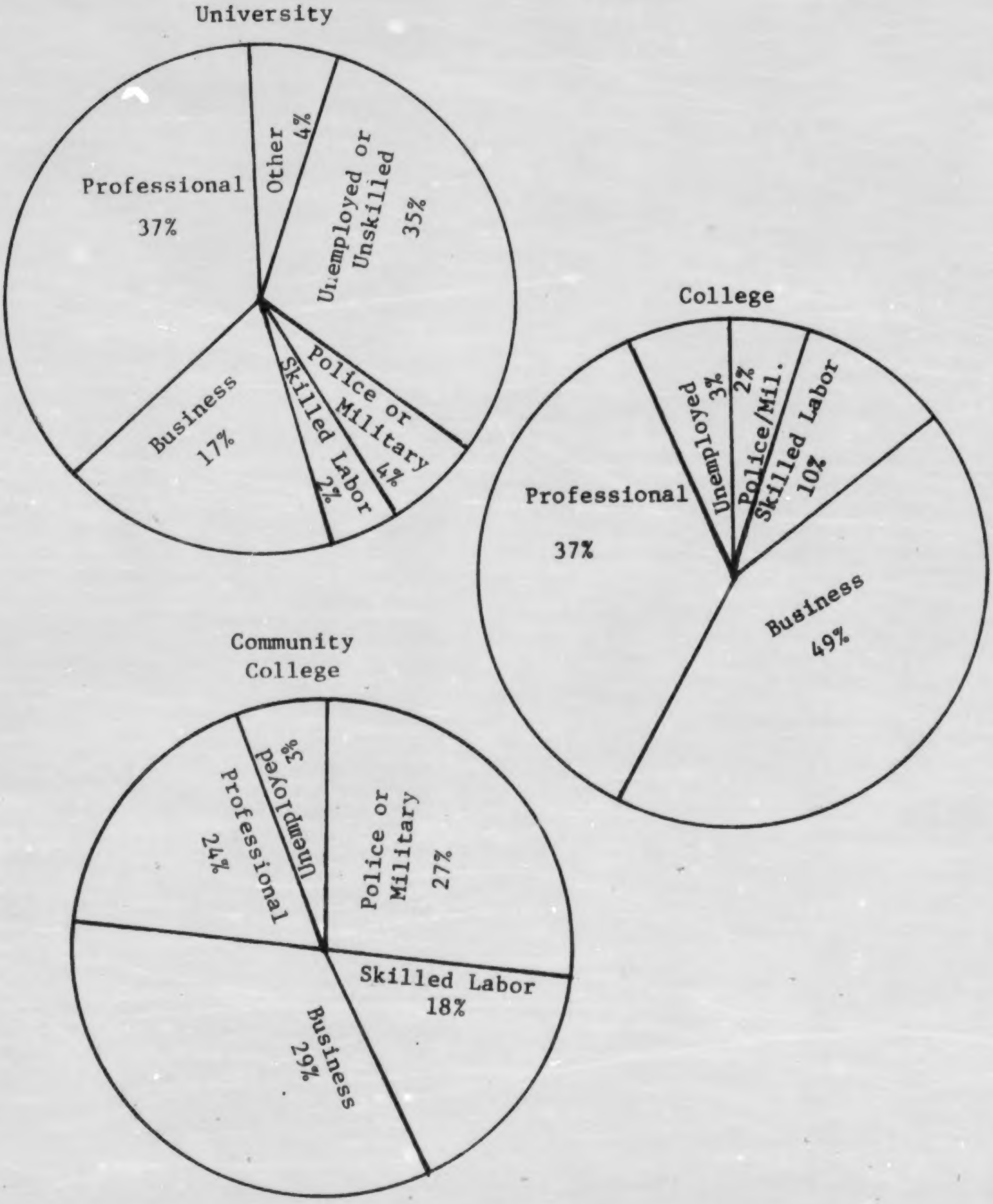
It seemed that there would have been readily apparent differences between the subgroups on this variable. Husbands of women attending college showed the highest percentage (86%) of occupations in the business and professional categories. Table 9 and Chart 10 illustrate the differences between the subgroups.

Table 9. Categories of Husband's Occupation by University, College and Community College

Categories Of Occupations of Husband	University N=254		College N=120		Community College N=181	
	N	%	N	%	N	%
Unemployed/Unskilled	89	35	3	3	5	3
Police or Military	9	4	2	2	48	27
Skilled Labor or Const.	6	2	12	10	32	18
Business and Mgmt. Related	44	17	59	49	52	29
Professional	95	37	44	37	44	24
Other (Uncategorized)	11	4	-	-	-	-

CHART 10

Husband's Occupation by Category - Subgrouped



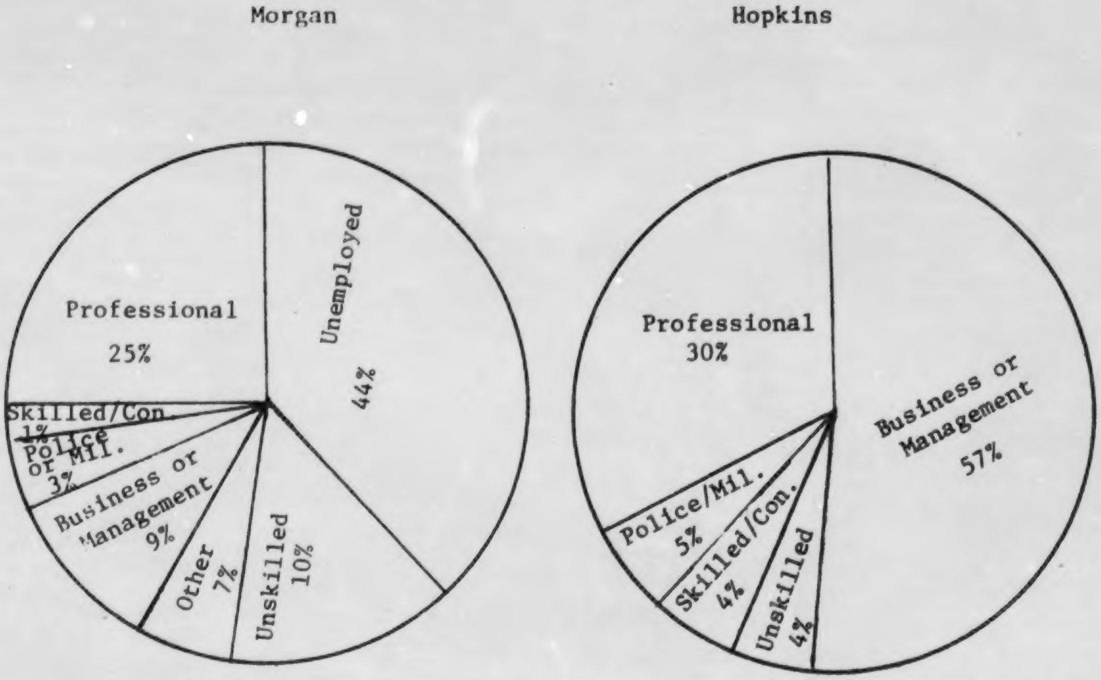
Because the husbands of university women showed the highest percentage (35%) in the unskilled and unemployed category compared with 3% at the college and community college groups the two universities, Hopkins and Morgan, were examined separately as were the two categories (unemployed and unskilled). When examined in this manner, Hopkins had no women with unemployed husbands and 4% with occupationally unskilled husbands. Women at Morgan, on the other hand, had husbands who were 45% unemployed and 10% unskilled. Conversely, 87% of Hopkins husbands were business and professional people as compared to 34% at Morgan. Table 10 and Chart 11 illustrate these data.

Table 10. Categories of Husband's Occupation at Morgan and Hopkins

Categories of Occupation of Husband	Morgan N=155			Hopkins N=99	
	N	%		N	%
Unemployed	69	44	54%	0	0
Unskilled	16	10		4	4
Police or Military	4	3		5	5
Skilled or Construction	2	1		4	4
Business or Management	14	9		56	57
Professional	39	25		30	30
Other	11	7		0	0

CHART 11

Husbands' Occupation by Category
For Morgan and Hopkins



Family Income

Four hundred and fifty-four (454) women answered a question related to level of family income when first enrolled. Over 50% of the women enrolling were from families with incomes between $11,000 and $20,000 annually.

Income data was gathered for college and community college women only. Table 11 summarizes data related to income.

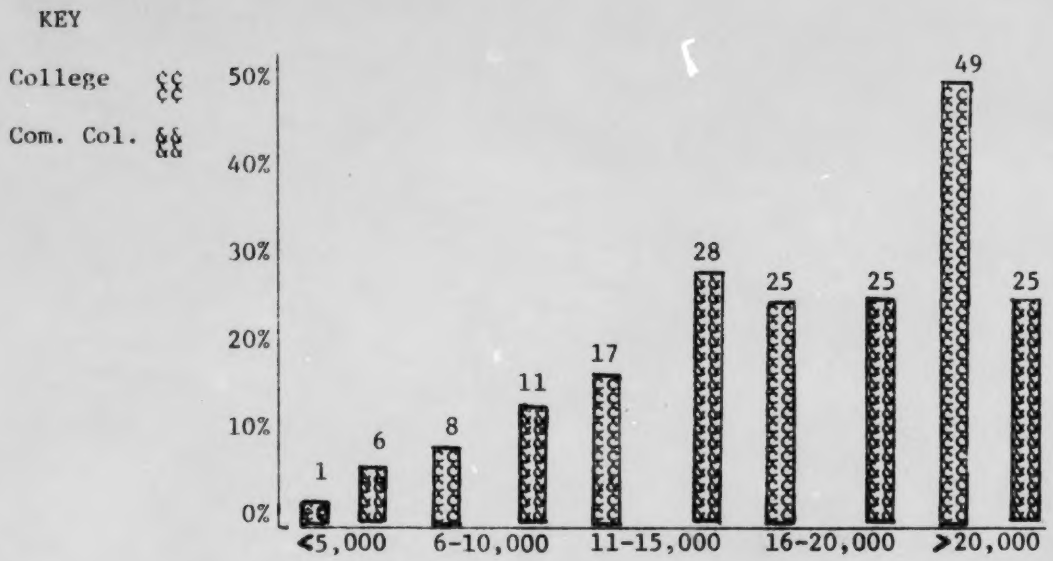
Table 11. Family Income at Time of Enrollment

Income	College N=142		Community College N=312	
	N	%	N	%
Less Than $5,000	1	1	19	6
6,000 - 10,000	11	8	36	11
11,000 - 15,000	24	17	92	30
16,000 - 20,000	36	25	82	26
More Than 20,000	70	49	83	27

Clearly the private college subpopulation shows a higher level of family income than the community college sample. Chart 12 illustrates this clearly.

CHART 12

Comparison of Family Income Between
College and Community College



How College was Financed

Six hundred and two women (78%) of the total sample related how their college education was financed. Forty-three percent (43%) paid for their education from personal savings or earnings, forty-two percent (42%) had their education paid for by husband or employer, thirteen percent (13%) by loans or scholarships and two percent (2%) by "other means." Table 12 indicates how college was financed by the returnees.

Table 12. How College was Financed by the Total Group and the Subgroups

Means of Financing	Total N=602			University N=136			College N=146			Community College N=320		
	N	%		N	%		N	%		N	%	
Personal Savings	66	11	43	27	20	69	16	11	27	23	7	40
Personal Earnings	193	32		66	49		23	16		104	33	
Husband	181	30	42	23	17	26	53	36	56	105	32	42
Employer	73	12		12	9		29	20		32	10	
Loans	23	4	13	1	1	5	15	10	15	7	2	14
Scholarship	51	9		5	4		7	5		39	12	
Other	15	2		2	2		3	2		10	3	

The most dependent group of women on husband or employer were the college women. University women and community college women financed their education largely through their own resources. In fact, persons in public institutions, all three community colleges (82%) and Morgan State University (75%) financed their own education through savings and earnings more than persons in private institutions, colleges (25%) and Hopkins (67%).

Husbands paid 32% of the women's education at the community college level and 36% of the women's education at the college level. At Hopkins, only 19% of the husbands paid and no husbands paid for the women returning to Morgan State University.

SUMMARY AND DISCUSSION

Continuing Education for women seems to be a growing phenomenon. Ten percent more women enrolled in college after 1975 (midpoint in this research) than before 1975.

Furthermore, it appears as though the age of the women returning to college in Maryland is declining from the latter thirties, as reported by Richmond in 1972, to the early thirties. Approximately fifty percent of the women in this study were thirty-five years of age or under at time of return. Community colleges were attracting the largest percentage (53%) of the younger women.

Most of the women who returned to college (75%) were married at the time of registration. Of these, 87% had children present in the home and 46% had preschoolers in the home. The average number of children is 2.3 per woman returnee. The declining age and the large number of children had by returning women, argues strongly the provision by colleges of child care centers for preschoolers, and after-school care for school-age children so that maximum advantage of college scheduling may be taken by the women who return.

The returning women in this study were predominantly White, but a third of them were not. Morgan State University, a primarily Black school, accounted for fifty-one percent of the Black women included in this study. Whereas, only 17% of the husbands in the total population studied were unskilled and/or unemployed, fifty-five percent of the husbands of Morgan women were in those categories. Morgan husbands also represented the lowest percentage of husbands employed in business and professional occupations.

The average family income of the returning woman was between $11,000 and $20,000 per year. Although the highest family income was attributed to women enrolled in private colleges (49% of these families earned over $20,000 per year) the average returning woman is far from wealthy! Almost half of the total population paid for college from personal savings or earnings. Few received scholarships or money from husbands. There is evidence that lower income levels were characteristic of Black women. It is obvious that scholarships and loans must be granted to the re-entry woman if very low income women, or those without savings are to be among them.

CHAPTER III

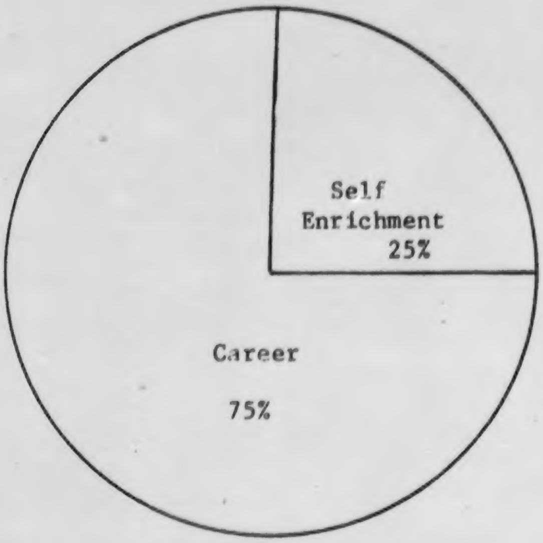
THE SCHOOL AND ITS IMPACT

REASON FOR RETURN

Lengthy discussion has ensued as to the reasons why women return to college. The literature classifies the re-entry woman into two groups: those whose ultimate goal is career, and those who take courses for general interest (Tittle and Denker, 1977). One-fourth of the women who have re-entered higher education in Maryland have done so for self enrichment and three fourths for career related reasons.

CHART 13

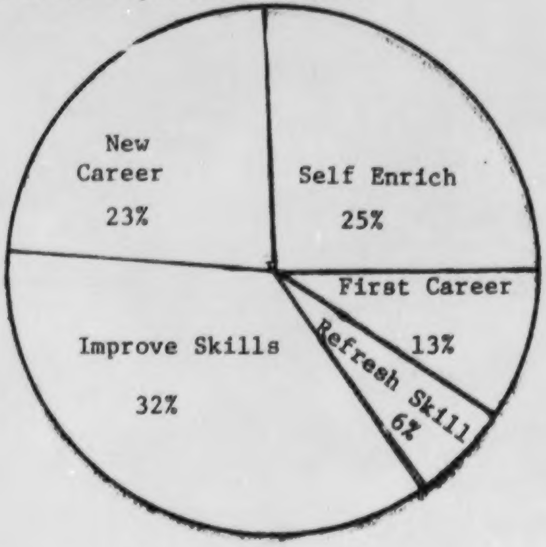
Two Groups of Women Returning to College in Maryland:
Self-Enrichment and Career



The women who returned to college for career related reasons fell into four separate categories: they came to prepare for a first career (13% of the total of returning women), refresh skills (6%), improve skills for present job (32%) and change to a new career (23%).

CHART 14

Reason Given for Returning to College in Maryland by the Total Population Studied



Community colleges and colleges had a relatively high percentage of their returning women do so for self enrichment reasons (thirty-two percent and thirty percent as contrasted with nine percent at the universities). First or new careers were also reasons for a large percentage of the returnees to college (46%) and community college (36%). Conversely, fifty-three percent of the women returning to universities did so to improve skills for their present job. Chart 15 illustrates the reasons given for return by women in each subgroup, and Table 13 shows the total enrollment rationale by frequency.

CHART 15

Reason Given for Returning to Each of the Subgroups
by the Women

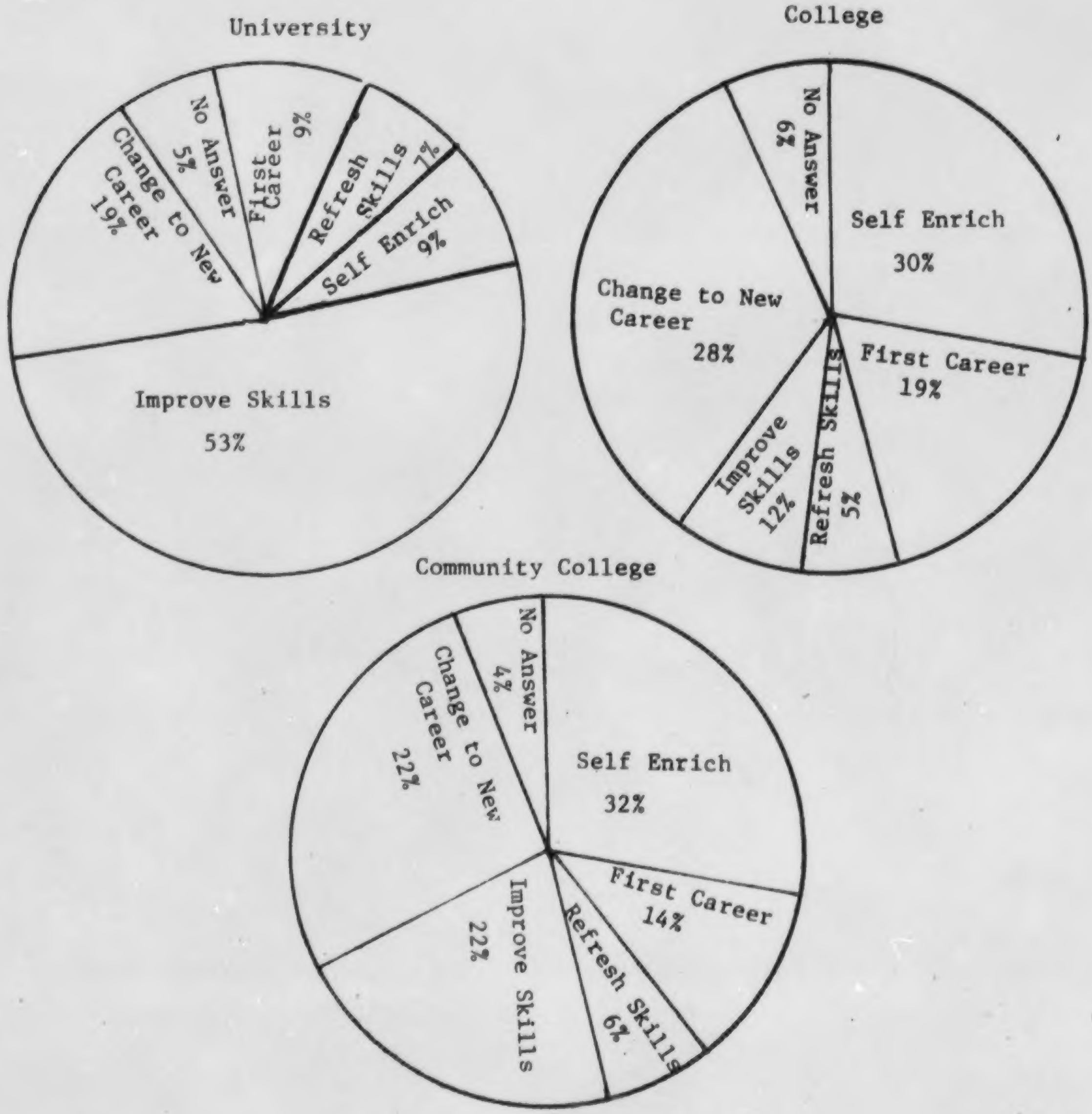


Table 13. Reason for Enrollment by Total Population and Subgroups

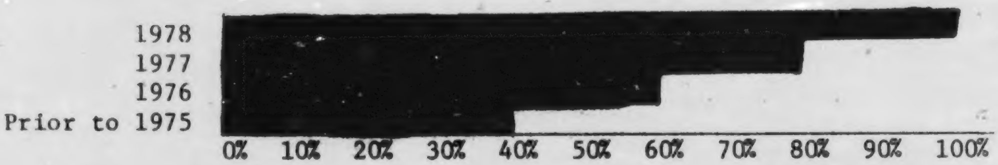
Reason for Enrollment	Total N=767		University N=294		College N=146		Community College N=327	
	N	%	N	%	N	%	N	%
Improvement of Skills for Present Job	245	32	156	53	18	12	71	22
Refresh Skills	44	6	19	7	7	5	18	6
Change to New Career	168	22	55	19	41	28	72	22
Prepare for First Career	100	13	25	9	28	19	47	14
Self Enrichment	174	23	25	9	43	30	106	32
No Answer	36	5	14	5	9	6	13	4

DATE OF RETURN

It has been previously mentioned that CEW is a growing movement and that over sixty percent of the sample enrolled since 1975. These percentages related to the total sample. When the subgroups were investigated, growth in the latter years was even more evident, since 72% of the women returning to college, 61% of the women returning to university and 61% of the women returning to community college did so in 1975 and later years. Chart 16 illustrates the cumulative frequencies related to year of registration of the total population of seven hundred and sixty-seven women.

CHART 16

Cumulative Frequencies Related to Year of Registration of the Total Population of Re-Entry Women in Maryland

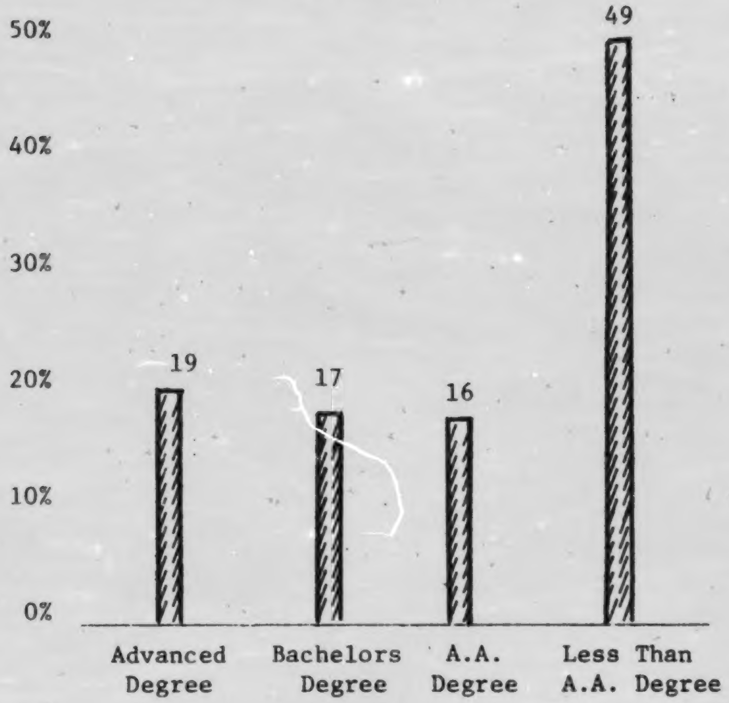


EDUCATION PRIOR TO ENROLLMENT AND ACADEMIC GOAL

Most of the returning women (577) were willing to give information about prior education. Two hundred and eighty-two respondents (49%) had less than an Associate in Arts degree when they re-entered formal education. Ninety persons (16%) had earned A.A. degrees. The Bachelors degree was held by ninety-six individuals (17%), and advanced degrees were held by 109 (19%).

CHART 17

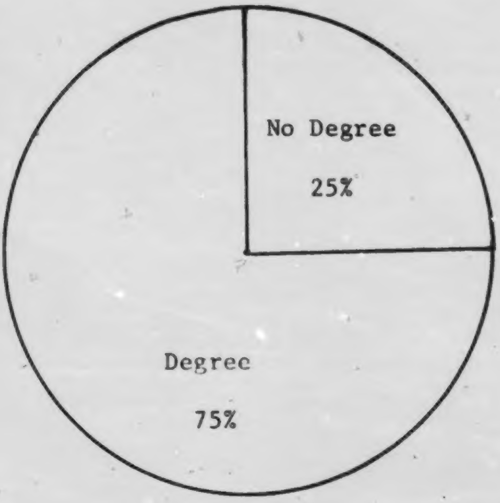
Degrees Held by Women at Time of Entry



Three-fourths (577) of the total number of women sampled (767) were attending college to receive academic degrees. The remaining quarter of the population (190) did not set the reception of a degree as their academic goal.

CHART 18

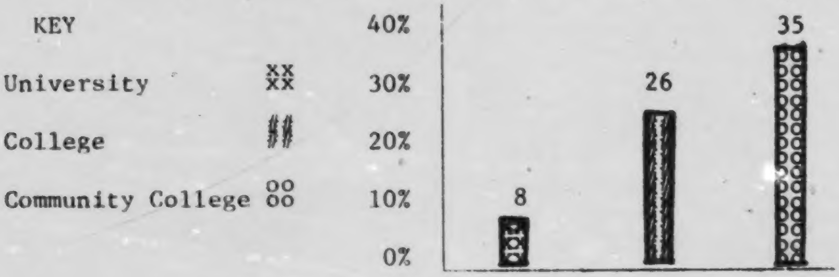
Academic Goal of Re-Entry Women



As expected, the academic goal of the three subgroups differed. Thirty-five percent of all community college women, twenty-six percent of all college women, and eight percent of all university women did not have a degree as their goal.

CHART 19

Percentage of Returning Women Who Did Not Seek a Degree



Women traditionally select for teaching, nursing and clerical occupations. The women in our study proved no exception. Approximately thirty percent selected teaching related curricula, twenty percent selected business and six percent selected nursing, accounting for 56% of the total. A complete list of curriculum offerings was made (see Table 14). However, when all options were classified in five basic areas, there was little evidence of non-traditional choice (see Table 15).

Table 14. Distribution of Women Across Curriculum Options

Curriculum	Number	Frequency Percent	Adjusted Frequency
Accounting	18	2.3	2.4
Adm. Justice	1	0.1	0.1
Art	12	1.6	1.6
Arts and Science	37	4.8	4.9
Biology	2	0.3	0.3
Business Adm.	66	8.6	8.8
Chemistry	2	0.3	0.3
Child Care	1	0.1	0.1
Communication	13	1.7	1.7
Computer Science	10	1.3	1.3
Data Processing	1	0.1	0.1
Drama	3	0.4	0.4
Early Childhood Education	9	1.2	1.2
Economics	5	0.7	0.7
Education	205	26.7	27.4
Engineering	2	0.3	0.3
English	12	1.6	1.6
French	1	0.1	0.1
General Studies	100	13.0	13.4
German	2	0.3	0.3

Table 14 (cont'd). Distribution of Women Across Curriculum Options

Curriculum	Number	Frequency Percent	Adjusted Frequency
Health Occupations	13	1.7	1.7
History	9	1.2	1.2
Human Services Tech.	2	0.3	0.3
Law Enforcement	2	0.3	0.3
Liberal Arts	38	5.0	5.1
Management (Business)	45	5.9	6.0
Marketing Management	1	0.1	0.1
Mathematics	1	0.1	0.1
Media Technology	2	0.3	0.3
Merchandising	1	0.1	0.1
Music	4	0.5	0.5
Nursing	46	6.0	6.1
Counseling	6	0.8	0.8
Philosophy	1	0.1	0.1
Political Science	3	0.4	0.4
Psychology	13	1.7	1.7
Real Estate	6	0.8	0.8
Religion	1	0.1	0.1
Secretarial	10	1.3	1.3
Social Work	11	1.4	1.4
Sociology	12	1.6	1.6
Special Education	5	0.7	0.7
Urban Studies	3	0.4	0.4
Geography	1	0.1	0.1
Home Economics	2	0.3	0.3
Mental Health Adm.	7	0.9	0.9
Social Science	1	0.1	0.1
Missing			

Table 15. Basic Curriculum Areas

	Number N=767	Percent (%)
Clerical	11	1
Business	137	18
Education - Social Service	314	41
Art, Liberal Arts, Human Service	232	30
Science, Engineering	54	7
Unknown	19	3

WHETHER MATH WAS STUDIED

Because background in math is essential for a large variety of occupations, women were asked whether they studied math in college. Forty-five percent of the total sample studied math; fifty-five percent did not. The percentages varied somewhat among the subgroups with community colleges providing the best record.

Table 16. Whether Returning Women Studied Math While Enrolled in a University, College or Community College

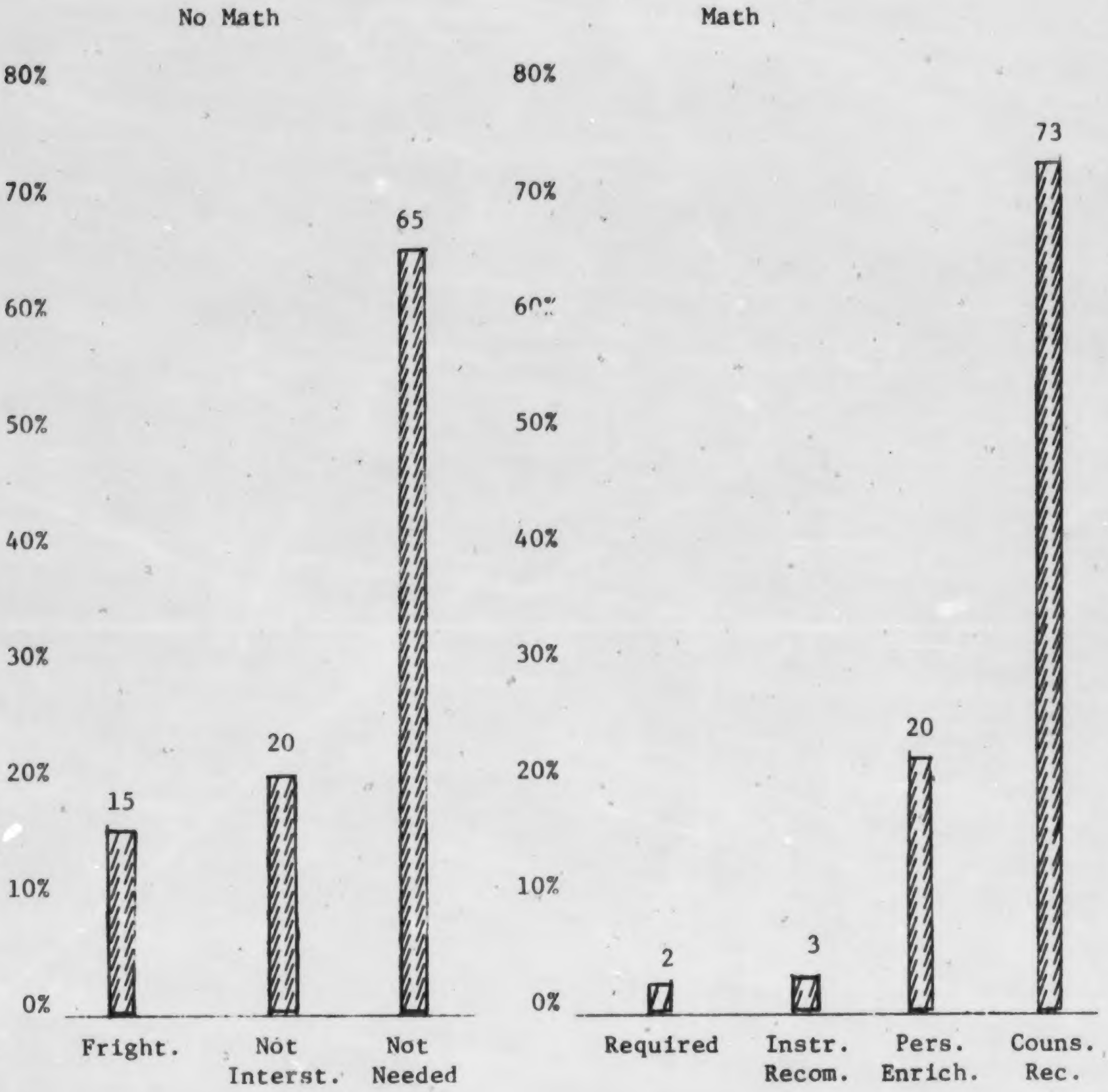
Studied Math	Total Sample N=752		University N=285		College N=143		Community College N=324	
	N	%	N	%	N	%	N	%
Yes	336	45	99	35	45	31	192	59
No	416	55	186	65	98	69	132	49

It has been hypothesized by Tobias (1972) and others that women do not study math because they are frightened of it. This fear has been labled "math anxiety." In fact, fear was cited by fifteen percent of those who did not take math as the reason they chose to avoid it. The others who avoided math did so because they weren't interested (20%) and it wasn't required (65%).

Personal enrichment was the reason one fifth of those who studied math did so, but the major reason given by math students was that their counselor recommended that they do so (73%).

CHART 20

Why Women Did and Did Not Study Math



COUNSELING

A large body of literature exists which demonstrates that counseling can influence student choices. The concern of this study was not only whether women received counseling, but whether it was perceived to effect their plans. It has previously been stated that occupational outcome, in terms of jobs sought and attained, is partially a function of the skills one has, and partially a function of self-image. Counselors have the potential to be effective in both the area of self-concept and that of decision making.

The great majority of the women under study never received counseling (68%). The record is worse for the universities (74%) and better for the community colleges (62%). Table 17 illustrates the distribution of women who received counseling for the total sample and subgroups.

Table 17. Whether Returning Women Ever Received Counseling

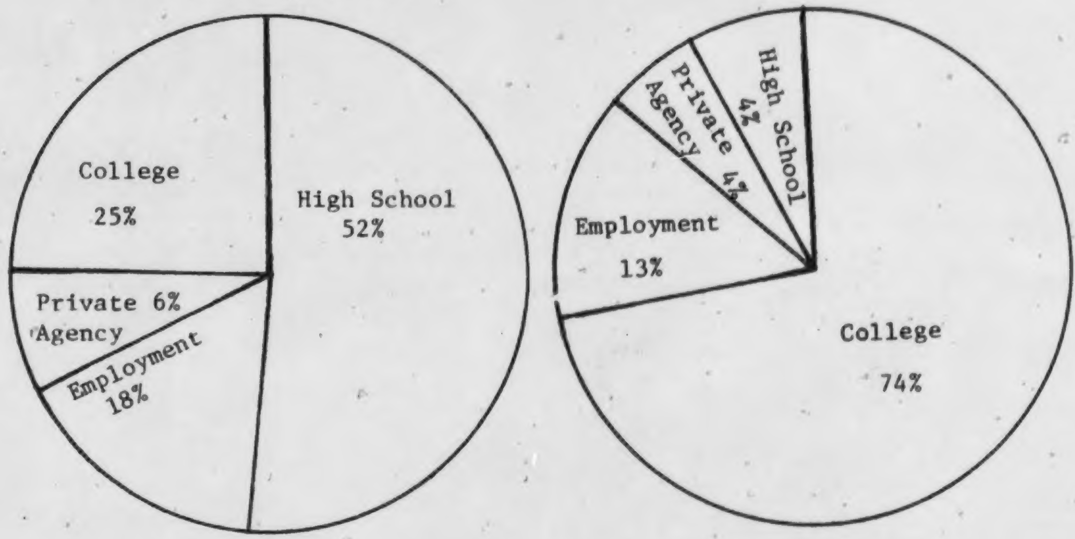
Counseling Received	Total N=742		University N=280		College N=145		Community College N=317	
	N	%	N	%	N	%	N	%
Yes	240	32	72	26	48	33	120	38
No	502	68	208	74	97	67	197	62

Where and when counseling was received, by those who did obtain the service, was also of interest to this study. Twenty-three percent received it when in high school, sixty-two percent in college, eleven percent at place of employment and five percent from a private agency. There was considerable variation among the subgroups as to where counseling was received. Only one-fourth of the university students who received counseling received it there, but three-fourths of the college people and over three-fourths of the community college people received it at their site institution.

Conversely, over fifty percent of the university women who received counseling did so in high school. Only four percent of the college women and thirteen percent of the community college women who received counseling, received it in high school. Chart 21 illustrates where women in the subgroups received counseling. It is again noted that only two hundred and forty women, or thirty-two percent of the total sample, received counseling.

CHART 21

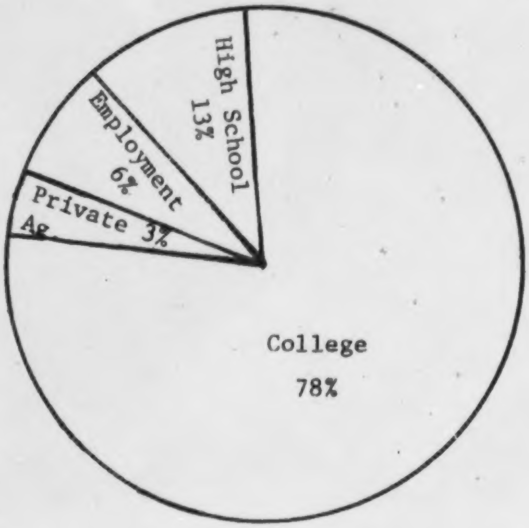
Where Women Received Counseling



University

College

Community College



Counseling was perceived to have effected their plans by approximately sixty percent of those who received it. The effect of counseling on plans was more predominant among college women (63%) and community college women (58%) than university women (50%).

THE INFLUENCE OF THE TOTAL SCHOOL EXPERIENCE ON THE WOMEN

At the time that they were interviewed, forty-five percent of the seven hundred and sixty-seven women had completed their school program, twenty-four percent had quit school and twenty-two percent were still enrolled. Nine percent were in none of these categories.

The hundred and eighty women who quit school did so for various reasons. The major reason was lack of time (42%). A number of women reported to have quit because they had achieved their goals (17%), and some accepted jobs (12%). Some of the women who left school did so because they were dissatisfied with their programs (8%) and a small segment (3%) found the work too hard. The remainder of those who left school did so because they either couldn't afford it any longer (8%) or because they had moved away from the locale (4%).

The entire sample was querried as to how much school had changed their goals, and the majority of the returning women claimed that school did not change their goals. A minority felt that their goals were much changed as a result of school. On the other hand, an overwhelming majority were satisfied with their programs and felt that school helped them achieve their goals (86%). Table 18 illustrates the distribution of women on the amount school changed their goals, and Table 19 shows the distribution on the amount school helped the returning women achieve their goals. Overall, it appears as though the role of school in the lives of the majority of women was not so much a change agent (41%) as it was a satisfactory facilitator and a perpetuator of goals acquired prior to re-entry.

Table 18. Amount School Changed the Goals of Re-Entry Women

Change of goal	Number N=740	Percent (%)
No	428	59
Some	170	23
Yes	142	19

Table 19. Amount School Helped Re-Entry Women Achieve Their Goals

Achieve Goal	Number N=742	Percent (%)	
No	109	15	
Some	219	30	86
Yes	414	56	

SUMMARY AND DISCUSSION

A very large majority of the re-entry women claim that their college experience helped them achieve their goals at entry. For three-fourths of the women the goal was career related, most wanted to receive degrees, and most were successful in their ambitions.

Curricula pursued by the women were largely traditional with teaching, business, general studies and nursing leading the list. Few women selected to study in science or engineering areas, and even less were in non-traditional trades areas (offered at community colleges). Mathematics was studied by a minority of women though only fifteen percent cited "anxiety" or "fear" as a reason for not taking math.

Counselors were a major influencing factor for women who did take math, but counseling was received only by a minority (32%) of the returning women.

Most of the women in this study saw their education as facilitative of goals rather than as a place where new plans were made, though counseling was perceived by a majority of the group that received it as effecting plans.

In conclusion, it appears as though higher education has the potential to be a force for major change, but it is not operating that way at present. Continuing Education for women is growing and women are returning to school in increasing numbers, but women continue to seek careers in crowded human service areas with which they are familiar (or in business) rather than in areas where math is required. Schools do little to combat the negative effects of sterotypic sex-role socialization patterns, and although counseling is demonstrated effective in the areas of decision making and planning, only a minority receive the benefits of it.

Chapter IV

THE JOB AND THE WOMAN

In order to ascertain a career development pattern, occupational data was gathered retrospectively prior to enrollment, at enrollment and during college. Data was also gathered with respect to present employment and satisfaction with it.

EMPLOYMENT PRIOR TO ENROLLMENT

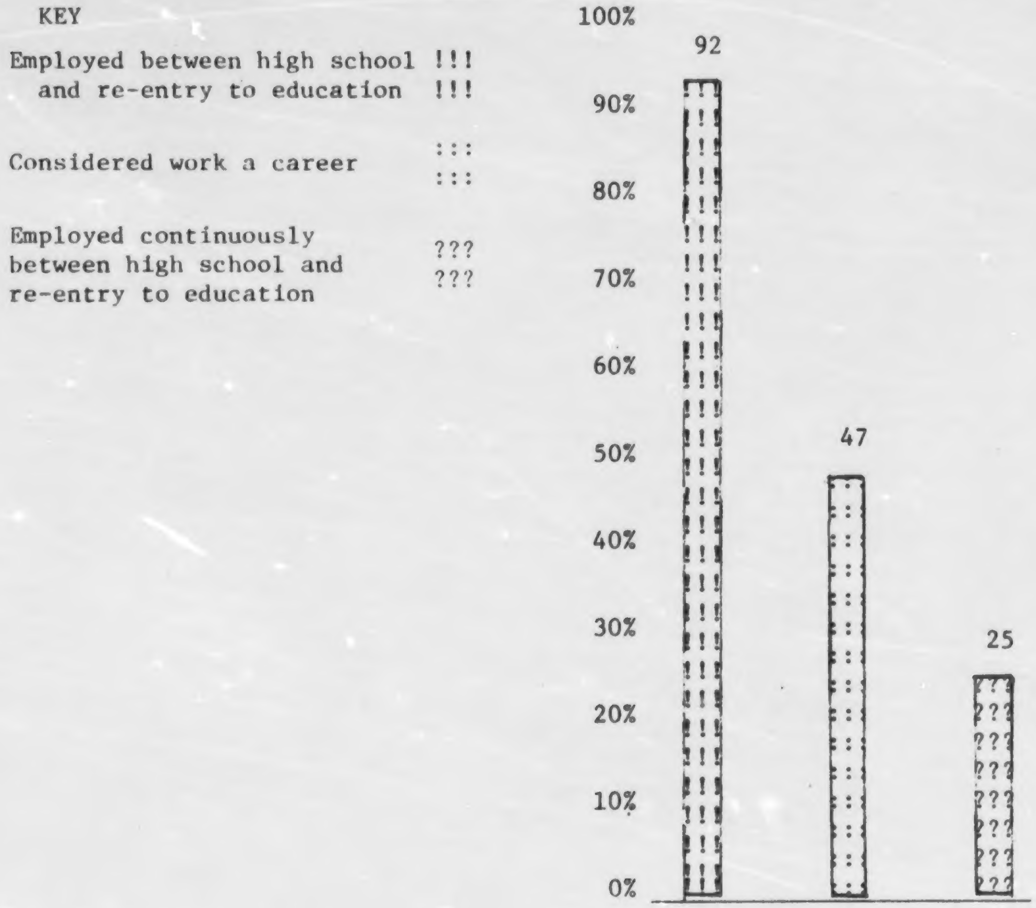
Between high school and the time the women entered college. ninety-two percent had been employed. The areas in which they were employed were quite traditional. Secretarial occupations (38%), teaching and educational specialties (26%) and nursing and social work (8%) accounted for three-fourths of all jobs held by the women.

Of the total working population, thirty-seven percent were professionally employed and eleven percent were in business. Less than one percent were in science and engineering fields.

Three hundred and fifty-nine women, forty-seven percent of the entire sample, thought of their work as a career. The remainder did not consider work a career, but "something to do" until something better was found. However, one-fourth of the women (138) had worked continuously since high school.

CHART 22

Number of Employed Women; Those Who Worked Continuously and Those Who Considered Work a Career



University women were more apt to think of work as a career (70%) than women from other kinds of institutions. College women (36%) and community college women (31%) were less likely to do so.

EMPLOYMENT AT ENROLLMENT AND DURING COLLEGE

At the time of enrollment, five hundred and eight of the women (66%) were employed: secretarial occupations (18%), teaching and educational specialties (27%), and nursing and social work (6%) accounted for one-half of all of the women.

At this point forty-nine percent of the women were professionally employed and business accounted for thirteen percent. There remained less than one percent in science and engineering.

The majority of working women, three hundred and eighty-one (seventy-five percent of those working at enrollment), did not quit their jobs when they returned to school, and seventy percent of the total population of seven hundred and sixty-seven women had a career in mind at entry.

Secretarial occupations accounted for only three percent of the careers in mind. This, plus teaching and educational specialties (49%) and nursing and social work (16%), accounted for two-thirds of the desired careers.

Five women (1%) sought law as a career and ten women (2%) sought science.

Approximately twenty-five percent of the women were interested in business and business related careers and sixty-six percent sought professional careers.

It is noted that universities provided the highest percentage of women with a career in mind at registration (89%) and colleges provided the lowest percentage (42%). Sixty-two percent of community college women had a career in mind at the time of their first registration.

The women were asked whether they had ever considered other occupations; two-thirds had not. Only one hundred and sixty-five persons or twenty-two percent of the total cited "other occupations" of interest. Among them were law (4%) and science (3%), teaching accounted for thirty percent, nursing and social work, fifteen percent, and business, seventeen percent. The reasons given by women for not seriously pursuing these "other occupations" were: no opportunities (16%), too demanding (15%), salary (8%), new interest (23%) and the expense of training (8%).

In the majority of cases (465) career goals did not change while in college (63%). When they did change, however, perceptions of the job market (44%) and course work (32%) were the predominant reasons.

The least change in goals took place among university women. Twenty-seven percent of them changed career goals as compared to forty percent in college and forty-one percent in community college. Obviously, the greatest change was where the goals were initially held by a lesser percentage of the persons involved.

PRESENT EMPLOYMENT AND SATISFACTION WITH IT

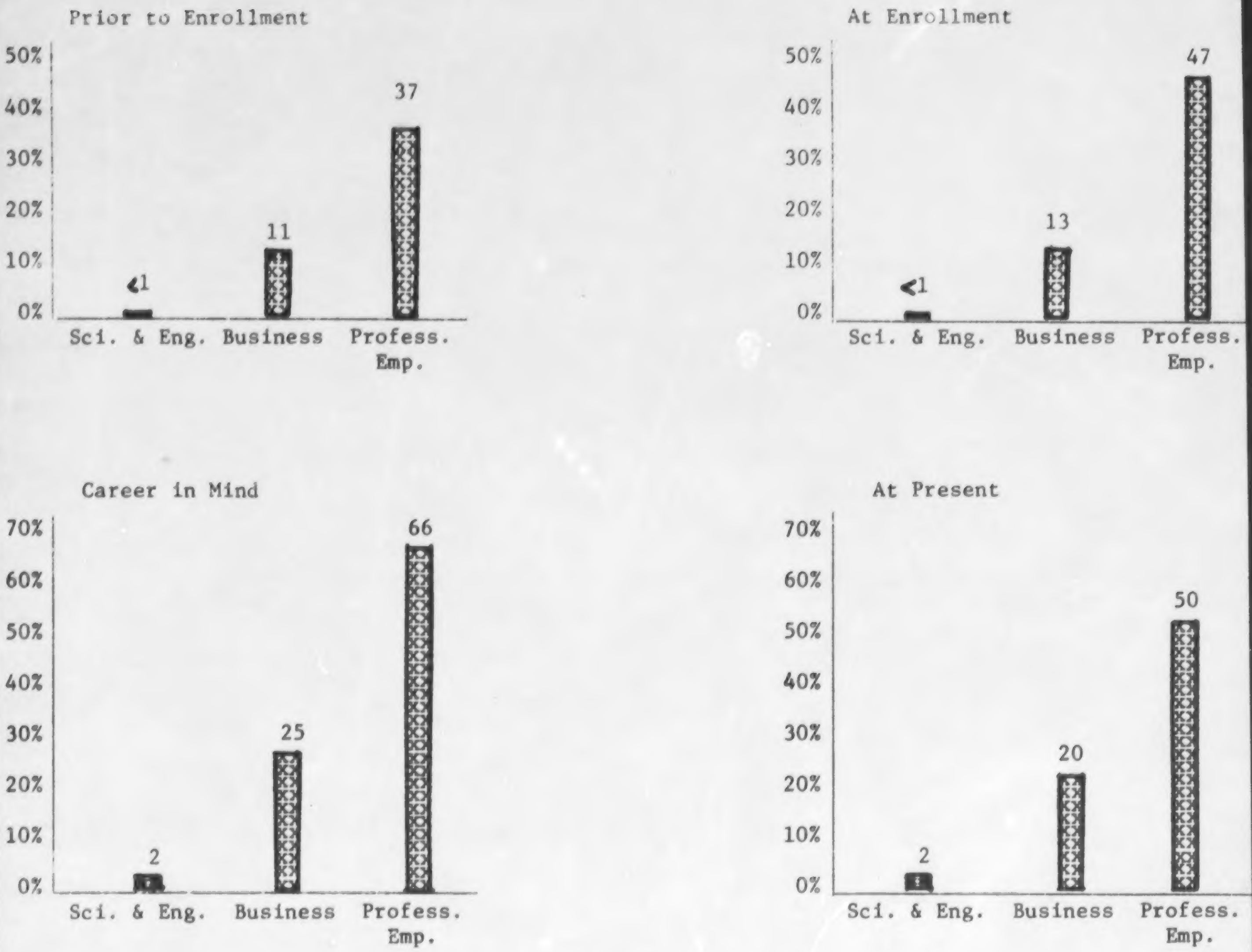
At the time of interview, secretarial occupations (17%), teaching and educational specialties (35%), and nursing and social work (11%) accounted for approximately two-thirds of all job areas held by the women. Fifty percent of the women were employed in the professions and twenty percent in business. Two percent were in science and engineering and two women were lawyers. Table 20 summarizes the distribution of women across time and job categories. Chart 23 shows the percentage of women in the professions, business and science and engineering over time.

Table 20. Distribution of Women Across Time and Job Categories

	Prior to Enrollment N=735		At Enrollment N=710		Career in Mind N=495		Present Employment N=663	
	N	%	N	%	N	%	N	%
Unskilled	60	8	36	5	2	<1	33	5
Secretarial	277	38	131	18	14	3	110	17
Social Worker	9	1	5	1	17	3	10	2
Nurse	53	7	38	5	61	12	57	9
Teacher	166	23	164	23	158	32	163	25
Educational Specialty	25	3	29	4	82	17	65	10
Science	3	<1	2	<1	10	2	4	1
Engineering	3	<1	2	<1	-	-	3	1
Lawyer	-	-	-	-	5	1	2	<1
Media/Writing	6	1	7	1	8	2	7	1
Data Processing	18	2	15	2	11	2	23	4
Accounting	48	7	40	6	94	19	85	13
Own Business	2	3	4	1	2	<1	10	2
Research Assistant	2	<1	-	-	-	-	4	1
Medical	20	3	13	2	24	5	21	3
Arts	4	1	1	[illegible]	5	1	6	1
Police	1	<1	-	-	2	<1	1	<1
Unskilled Labor	1	<1	-	-	-	-	1	<1
Unemployed	37	5	230	32			58	8

CHART 23

Women in Professions, Business and Science Over Time



It is noted that ten women, one percent of the women studied, currently own a business. However, two hundred and forty-three women or fifty-two percent of those querried (470) have considered it.

What is obvious is that college has helped some women upgrade their job status, and some enter new occupations. It is equally obvious that not all achieved the career they had in mind, and that very few had selected non-traditional careers. College and community college women were asked whether they were working in the field for which they had prepared. Three hundred and seventy eight women answered, none from the university, and though the majority were working in the field prepared for (59% college and 62% community college), forty percent were not working in their chosen occupation. Ninety-three persons, approximately twelve percent of the total sample, related that they were unemployed, but, of these, some don't want to work (42%) while others are still preparing as students (30%) and some have no time (11%). However, sixteen percent of those unemployed were so because they couldn't find a job.

Those who were working, however, were satisfied (83%) and this warranted further investigation.

Outcomes

Since the major theme of this research is the relationship between career aspiration and job attainment, seven major "outcome variables" were identified and measured for the entire sample.

1. Whether the career goal initially desired was attained after leaving the program, i.e. did the women get precisely the jobs they had in mind.

2. What proportion of those completing the program attained jobs that were at least related to their initial career goal.

3. Whether the jobs attained after leaving the program were traditionally male or female.

4. Any changes in occupational prestige or status.

5. Ratings of satisfaction with current job.

6. Ratings of school's effectiveness in helping achieve career goals.

7. Ratings of school's influence in changing career goals.

Pearson product coefficients, t-tests, one-way analyses of variance, and chi-squares were calculated to ascertain whether there were statistically significant relationships between the seven outcome variables and demographic characteristics, such as age and socio-economic status and between outcomes and different student experiences, such as receiving counseling and taking mathematics courses. The seven "outcomes" are discussed separately and in turn.

1. Achieving specific career goal. Participants in the study were asked what job they held at the time they enrolled and the job they currently held. These job titles were coded into 19 categories (see Table 20). Of the 414 women who responded to the question about their career goal, 167 (40%) did not get exactly the job they had in mind when they first

entered, and 247 (60%) did get exactly the job they had in mind. Possible differences between those who got the job they had in mind and those who didn't were examined with respect to years of prior education, highest degree achieved, when enrolled, whether counseling was received, and job satisfaction.

In general, the more years of prior education a woman had, and the higher her degree, the greater the chances for getting exactly the job she had in mind (see Table 21).

Table 21. Distribution of Years of Education by Exact Job

	12 Yrs	13-15 Yrs	16-17 Yrs	18-19 Yrs	20/More Yrs	Total
Didn't Get	95	27	33	11	1	167
Got Exact Job	81	37	97	21	10	246
	176	64	130	32	11	413

Chi-square with 4 degrees of freedom = 30.68; p less than .001

Table 22. Distribution of Degree by Exact Job

	None	AA	Bachelors	Masters	Total
Didn't Get	81	16	20	17	134
Got Exact Job	72	33	33	58	169
	153	49	53	75	303

Chi-square with 3 degrees of freedom = 24.57; p less than .001

In addition, women who enrolled prior to 1975 tended to have more success in achieving their exact career goals (see Table 23).

Table 23. Distribution of Time of Enrollment by Exact Job

	Before 1975	1975 and After	Total
Didn't Get	59	108	167
Got Exact Job	115	132	247
	174	240	414

Chi-square with 1 degree of freedom = 4.71; p less than .05

With respect to whether counseling was received in college, the chi-square showed no significant differences between the groups (see Table 24).

Table 24. Distribution of Counseling by Exact Job

	Got College Counseling	Didn't Get College Counseling	Total
Didn't Get	32	135	167
Got Exact Job	39	208	247
	71	343	414

Chi-square with 1 degree of freedom = .58; not significant

Finally, ratings of job satisfaction in the two groups were compared with a t-test, to see if attaining exactly the job in mind was related to job satisfaction. This statistical test did not show clearly that those women who got exactly the jobs they had in mind were more satisfied but there was some indication in that direction. Their average rating of job satisfaction, on a 1-4 scale, was 3.22, compared to 3.07 for the women who did not get exactly the jobs they had in mind, a difference that approached significance at the .07 level (see Table 25).

Table 25. Exact Job by Satisfaction

	Number	Mean	Std. Dev.	t	Probability
Didn't Get	162	3.07	.84	-1.85	less than .07
Got Exact Job	241	3.22	.79		

2. Achieving approximate career goal. Achieving exactly one's career goal is a difficult, if not unrealistic expectation. It is more realistic to expect to get a job which approximates, or is related to one's initial career choice. To determine what proportion of women got jobs that were at least related to their initial career goal, the 19 job titles in Table 20 were clustered into 6 major groups, following Holland's (1973) model of occupational relatedness, plus a category labeled "under-

employed" (unskilled work or unemployed). The six categories, plus the underemployed, are shown in Appendix C. Using this classification of occupations, one can determine what proportion of women's current jobs are in the same general field as the occupation they had in mind when they enrolled.

The data show that 120 (29%) out of 414 did not get jobs that were at least related to their initial career choice, while 294 (71%) did. Because the experience of receiving counseling was the one factor found to be not related to realizing one's specific career goal, a similar analysis was conducted to see if counseling was related to the less stringent goal of finding a job related to the initial career choice. Once again, however, counseling was not related to the outcome.

Table 26. Distribution of Counseling by Similar Job

	Got College Counseling	Didn't Get Counseling	Total
Didn't Get Job	26	94	120
Got Job in a Similar Field	45	249	294
	71	343	414

Chi-square with 1 degree of freedom = 2.0; not significant

3. Attaining jobs that are traditionally male or female. Holland's occupational categories (Appendix C) provide an easy way to classify occupations as traditionally male or female. It is known that women tend to pursue careers in the Conventional (clerical), Social (education, nursing), and Artistic (art, design) categories; men tend to pursue careers in the Realistic (skilled labor, engineering), Investigative (science) and Enterprising (business) categories.

In the present sample, from the 565 complete responses, 456 women (81%) were currently in traditional occupations, and 109 (19%) were in non-traditional occupations. One might speculate that these figures would change if one looked only at those women who were not still enrolled, because many women who are both working and going to school might be presently in conventional occupations, but plan to enter a non-traditional field. This is not true, however. Of the 455 women who are not currently enrolled, 371 (81%) are in traditional areas, and 84 (19%) are in non-traditional areas. Thus, all information reported here is for the full sample of 565.

Differences between women in traditional and non-traditional occupations were examined with respect to whether counseling was received, ratings of how much the school helped achieve their goals, how much the school changed their goals and satisfaction with their present job.

First, counseling did not appear to influence the traditionality of occupational choice.

Table 27. Distribution of Reception of Counseling by Occupation

	Received College Counseling	Didn't Receive Counseling	Total
Traditional	320	136	456
Non-traditional	69	40	109
	389	176	565

Chi-square with 1 degree of freedom = 1.63; not significant

Participants were asked to rate, on a 1-3 scale, the extent to which their school helped them achieve their goals, and the extent to which their school changed their goals. There was no difference between women in traditional careers and non-traditional careers in ratings of how much the school helped them achieve their goals, but women in non-traditional careers rated their school's influence in changing their goals higher than women in traditional careers.

Table 28. Ratings of How Much the School Helped Achieve Goals

	Number	Mean	Std. Dev.	*t*	Probability
Traditional	453	2.42	.73	-1.50	not significant
Non-traditional	106	2.54	.65		

Table 29. Ratings of School's Influence in Changing Goals

	Number	Mean	Std. Dev.	t	Probability
Traditional	454	1.57	.78	-1.87	less than .07
Non-traditional	105	1.73	.84		

In terms of job satisfaction, there were no differences between women in traditional areas and women in non-traditional areas.

Table 30. Job Satisfaction by Traditional and Non-Traditional Areas.

	Number	Mean	Std. Dev.	t	Probability
Traditional	446	3.15	.81	-1.06	not significant
Non-traditional	103	3.24	.71		

4. Changes in occupational prestige or status. Studies have shown that the prestige or status of occupations is a dimension that most people find very easy to rate, upon which there is a fairly large concensus, which change very little over time, and which differ very little from country to country. Status ratings of the 19 job titles shown in Table 20 were assigned using the findings of a survey conducted by Hodge, Siegel, and Ross (1964). Status ratings were also assigned

to the participants' husband's occupations. These ratings are shown in Appendix D. The higher the status, the higher the number assigned.

With these ratings of status, changes in status between occupation at enrollment and present occupation can be examined. From the 628 complete responses, 60 (9%) experienced a decrease in status, 338 (54%) experienced no change, and 230 (37%) experienced a gain in status.

A chi-square was calculated to determine whether counseling had an effect on changes in status. Although the chi-square value reached significance, this was due mainly to a disproportinate number of women who received no counseling and whose status did not change. Nonetheless, among women who moved up in status, a greater proportion did not receive counseling (see Table 31).

Table 31. Distribution of Counseling by Status Upgrade

	Received Counseling	Did Not Receive Counseling	Total
Downgrade	20	37	57
No Change	91	236	327
Upgrade	85	144	229
	196	417	613

Chi-square with 2 degrees of freedom = 5.62: p less than .06

5. Satisfaction with current job. It was mentioned earlier that the participants were asked to rate how satisfied they were with their current job on a 1-4 scale, and job satisfaction was found to differ depending upon whether the participant got the specific job she had in mind when she entered. This section reports further information on job satisfaction.

Overall, the average rating for all the women who responded to this question (N=611) was 3.19 (Standard Deviation = .80). Analyses of variance, t-tests, and pearson coefficients showed no significant relation between job satisfaction and reason for enrollment, whether math was taken, reason for taking math, level of highest degree earned, age at entry, years of prior education, marital status, ratings of how much counseling affected plans, and ratings of how much school changed goals. Very small, but statistically significant relationships were found between job satisfaction and whether counseling was received (N=611, biserial r = .08; p less than .03) and ratings of how much the school helped achieve goals (N=601, r = .14; p less than .001).

It was also found that women who enrolled prior to 1975 were more satisfied than women who enrolled after that date.

Table 32. Date of Enrollment by Job Satisfaction

	Number	Mean	Std. Dev.	t	Probability
Before 1975	252	3.32	.74	3.43	p less than .001
1975 or After	359	3.09	.83		

Differences in job satisfaction were also found between the general categories of occupations and the more specific job titles. Women in engineering and in clerical fields appeared least satisfied; women who were lawyers or owned their own business appeared most satisfied.

Table 33. Job Satisfaction by Occupation

Group		Number	Mean	Std. Dev.
1	Unskilled*	32	3.34	.70
2	Clerical	104	2.92	.93
3	Social Worker	8	3.13	.64
4	Nurse	56	3.32	.74
5	Lawyer	2	4.00	.00
6	Teacher	159	3.11	.79
7	Education Specialty	64	3.44	.66
8	Scientific	4	3.25	.96
9	Engineering	3	2.00	.00
10	Media, Writing	7	3.14	.90
11	Data Processing	22	3.09	.87
12	Business	83	3.24	.69
13	Own Business	10	3.50	.53
14	Research Assistant	4	3.25	.50
15	Medical Specialty	21	3.33	.66
16	Unemployed**	19	3.26	1.10
17	Artistic	5	3.20	.84
18	Police	0	----	----
19	Skilled Work	1	3.00	----

Analysis of variance with 17 degrees of freedom = 2.06; p less than .01

*Note that unskilled women gave high ratings of satisfaction

**Apparently, even unemployed women were able to rate their "work situation" on a 1-4 scale.

Table 34. Job Satisfaction by General Occupational Group

General Group	Number	Mean	Std. Dev.
1 Underemployed*	51	3.31	.86
2 Conventional	126	2.95	.92
3 Enterprising	95	3.28	.68
4 Social Service	308	3.23	.75
5 Arts	12	3.17	.83
6 Science	8	3.25	.71
7 Engineering/Machine Work	4	2.25	.50

Analysis of variance with 6 degrees of freedom = 3.41; $\underline{p}$ less than .01

*Note that underemployed women gave high ratings of satisfaction

It was mentioned previously that there were no differences between women in traditional and non-tradtional occupations on job satisfaction.

6. School's effectiveness in helping achieve career goals. A total of 742 participants rated, on a 1-3 scale, how much the school helped them achieve their career goals. The average rating for this group was 2.41 (Std. Dev. = .73). Correlation analyses showed very small but statistically significant relationships between these ratings and whether counseling was received, degree level and age at entry. There was no significant relationships to ratings of counseling effectiveness or years of prior education (see Table 35).

Table 35. Relationship Between Reception of Counseling and Amount of Help School Gave in Achieving Career Goals

	Number	Pearson r	Probability
Receiving Counseling	742	.08	less than .02
Ratings of Counseling Effectiveness	248	.03	not significant
Degree Level	563	.16	less than .001
Age at Entry	738	.10	less than .01
Years Prior Education	738	-.01	not significant

7. School's influence in changing career goals. A total of 740 participants rated the school's influence on changing their career goals on a 1-3 scale. The mean value for the group was 1.61 (Std. Dev. = .73). Significant relationships were found between these ratings and ratings of counseling effectiveness and ratings of how much the school helped achieve career goals. A significant inverse relationship was found with years of prior education. All other variables examined produced non-significant results.

Table 36. Relationship Between School's Influence and Change of Career Goals

	Number	Pearson r	Probability
Receiving Counseling	740	.04	not significant
Ratings of Counseling Effectiveness	248	.14	less than .02
Degree Level	562	-.02	not significant
Age at Entry	736	-.03	not significant
Years Prior Education	736	-.13	less than .001
How Much School Helped Achieve Goals	732	.15	less than .001

College Counseling Received

The final piece of information on the total sample concerns college counseling received. A total of 254 participants rated whether the counseling they received was generally effective or non-effective; these were assigned a value of 1 or 2, respectively. The mean rating for the group was 1.57 (Std. Dev. = .50). Biserial correlations showed no relationship to degree level or entry age, but a statistically significant inverse relationship to prior years of education.

Table 37. Effectiveness of Counseling, by Degree Level, Entry Age and Prior Years of Education

	Number	Biserial r	p
Degree Level	199	-.04	not significant
Entry Age	253	.05	not significant
Years Prior Education	252	-.13	less than .02

Similar biserial correlation coefficients were computed between the above three variables and simply whether counseling was received (1=no, 2=yes). These results, shown below, together with the aforementioned results, indicate that women with a lot of prior education and an advanced degree tend not to seek counseling, and when they get it, they rate its effectiveness lower than women with less educational experience.

Table 38. Whether Counseling Was Received, by Degree Level, Entry Age and Years of Prior Education

	Number	Biserial r	p
Degree Level	577	-.10	less than .01
Entry Age	763	-.04	not significant
Years Prior Education	763	-.24	less than .001

SUMMARY AND DISCUSSION

Almost all of the women in this study worked at some point or another between high school graduation and college re-entry, and one-fourth of them worked continuously. Two-thirds were employed at time of enrollment, but employment then, as previously, was basically in traditional "women's occupations". In fact, upon completion of college, very few women were engaged in non-traditional careers.

For most women, college offered not so much a change of occupation, but an upgrade occupational status. A higher percentage of women were employed in professions and business occupations prior to enrollment. The percentage of women in math, science and law also increased, though only two percent of the total engaged in these occupations.

Although very few women, approximately three percent, had secretarial jobs in mind at college re-entry, a much larger percentage (17%) held such jobs at time of interview.

Number of years of education was related to positively obtaining the job one had in mind at entry, which is to say that the more education a woman had acquired, the more likely it was for her to get the job she wanted. However, one is reminded that the jobs sought were largely in the areas of human services and business.

Women who entered school prior to 1975 tended, more than others, to get the exact job they wanted, but these were the women who, in the main, were graduated at the time of interview.

Reception of counseling did not seem to effect either getting the exact job desired or the traditionality of that job. This was sad, but not suprising. The literature reveals that counselors have scant knowledge of non-traditional careers for women. According to Fitzgerald and Crites (1980), counselors rated female clients who made non-traditional career choices as having made less appropriate career choices than clients with traditional goals. In addition, counselors rated non-traditional women as more in need of psychotherapy than their traditional counterparts. Far from serving as role models or guides to alternative options and systems, counselors appear to play, at best, a neutral role.

Women were generally satisfied with their jobs. Most satisfied were the lawyers, business owners and educational specialists, all of them women who have had a lot of control in their work. But the unskilled and underemployed also gave ratings of high satisfaction. Cognitive dissonance theory plus the fact that women are taught to "graciously endure their lot", may account for the discrepancy.

Least satisfied were clerical workers and other conventionally employed women who have no authority and almost no control. Equally, and even more dissatisfied, were engineers and machine workers. It is noted that these women were in minority positions on jobs quite non-traditional for women. Studies show that dissatisfaction tends to be high where there is a conflict between work role and self image, based on early socialization patterns (Damico and Nevill, 1978).

CHAPTER V

RE-ENTRY BLACKS AND WHITES: JOB STATUS, SATISFACTION, AND WORK RELATED VARIABLES

Previous research has suggested that minority group workers are less satisfied with their jobs than majority group workers, and that Black women are less satisfied with their work than are White women (Ash, 1972). The present study bears out earlier data. Twenty-three percent of Blacks (46 of 201) were dissatisfied compared with thirteen percent of Whites (51 of 385). They had good reason.

Of the eight percent who were presently unemployed, a higher percentage of Blacks (58%) than Whites (10%) were unemployed, because they couldn't find a job.

When prior work history was investigated, it was found that Blacks and Whites had an equal percentage (96%) of persons employed between high school and re-entry to college, but a higher percentage of Blacks (72%) than Whites (50%) considered their work a career. Proportionately more Blacks (49%) than Whites (21%) worked continuously between high school and re-entry.

A higher percentage (88%) of Blacks than Whites (59%) had a career in mind at time of re-enrollment in college. Fewer Blacks (33%) than Whites (39%) had a change of goal during college.

Fewer Blacks (68%) than Whites (78%) were married at the time of enrollment, but those who were married lived with men with a higher rate of unemployment (26%) than Whites (4%). A higher percentage of

Blacks (30%) than Whites (11%) had incomes of $10,000 or less.

At the time of interview, according to percentages, more Blacks (40%) than Whites (32%) were in education related occupations. Fewer Blacks (27%) than Whites (41%) were working in the field prepared for.

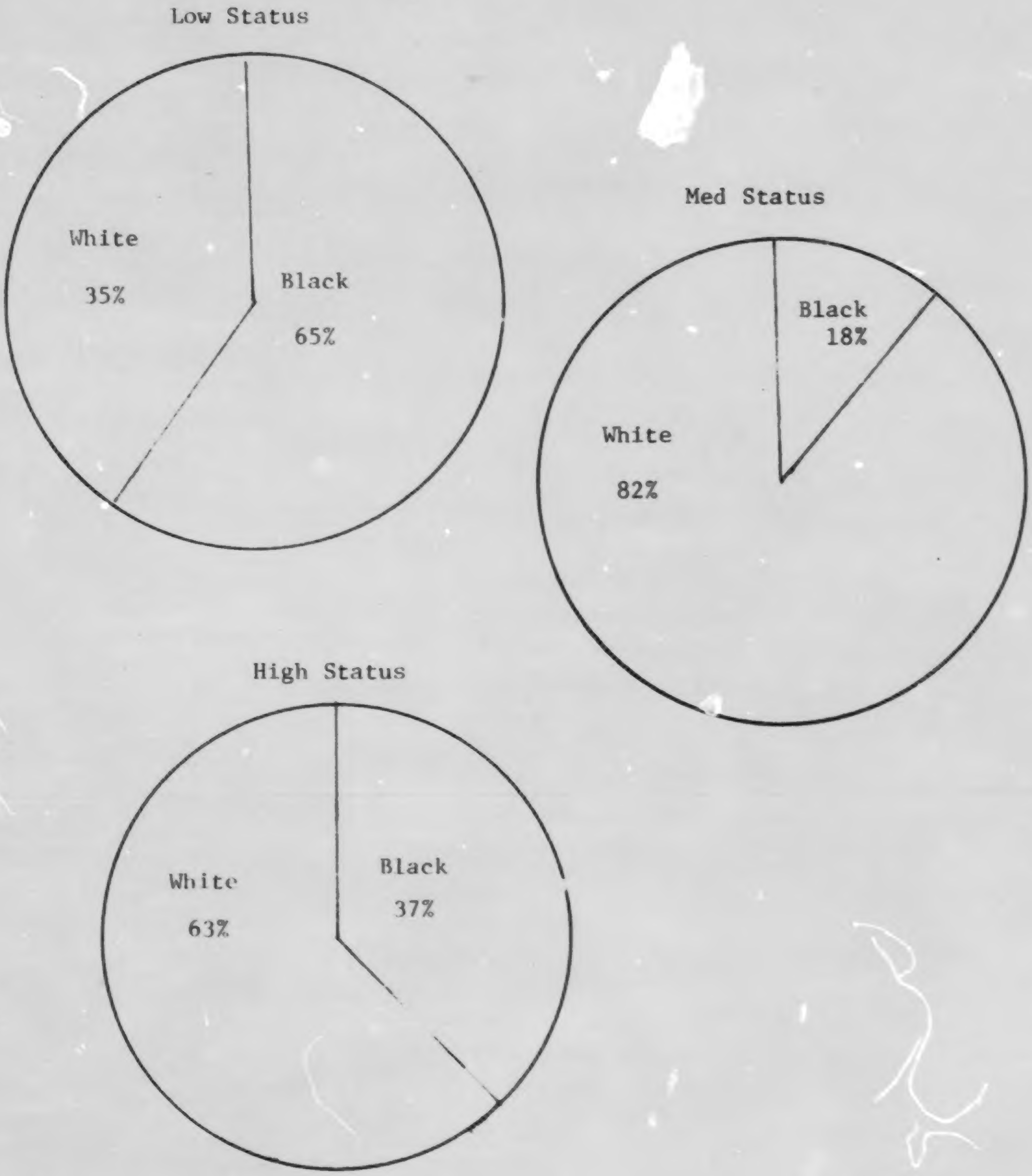
A lower percentage of Blacks (7%) than Whites (25%) re-entered school for personal enrichment. A higher percentage of Blacks (53%) than Whites (47%) had no degree at time of re-entry, but a higher percentage (25%) of Blacks than Whites (16%) had earned graduate degrees. In general, Blacks were more degree oriented (89%) than Whites (71%) at re-entry.

Although Blacks and Whites did not vary significantly in whether there were children in the home at time of re-entry (a predominant percentage of both races had them), Blacks had proportionately more preschoolers in the home than Whites.

When socio-economic status was ascribed according to income, the lowest category was comprised of two-thirds Black and one-third White, while the highest category was the reverse, one-third Black and two-thirds White (see Chart 24).

CHART 24

Blacks and Whites and Status



SUMMARY AND DISCUSSION

The typical re-entry woman has been described in the literature as a White, middle class housewife in her late 30's who has had two years of traditional liberal arts education before dropping out to marry and raise a family (Roach, 1972). However, thirty percent of the re-entry women in the present study were Black. They differed from White women, not in age nor in number of children but in reasons for return, jobs sought, jobs obtained, satisfaction, and status.

In general, Blacks were of lower socio-economic status than were Whites in this study. Black women tended to demonstrate more of a continuing work pattern than Whites. Upon re-entry to college a higher percentage of Blacks were both career oriented and degree oriented. A lower percentage of Blacks entered college for personal enrichment than did Whites. A smaller percentage of Blacks than Whites obtained jobs in the field for which they prepared. They also reported less satisfaction with their work.

It appears that Black women have some unique concerns and problems. These concerns and problems touch the major social themes and issues of our time.

CHAPTER VI

DIFFERENCES BETWEEN THE EDUCATIONAL SETTINGS AND PROFILES OF THE WOMEN AT EACH COLLEGE

This chapter reports differences between schools in three general categories: characteristics of the population, outcomes of attending college, and the relationships between the two variables. Within these three general categories, differences were examined (1) among all seven schools; (2) among university settings, two year college settings and private college settings; and (3) between a primarily Black university and a primarily White university.

A. *Differences in population characteristics*. Population characteristics considered included: degree level, age at re-entry, prior years of education, number of children at enrollment, number of preschoolers at enrollment, ratings of how much counseling affected their career plans, number of credit hours completed, prior work experience, academic goal, reason for enrolling, job in mind at enrollment, whether still enrolled, whether completed coursework, husband's status, whether counseling was received, and marital status.

(1) *Differences among all seven schools*. Differences were found for all of the above variables except ratings of the effectiveness of counseling. Women returning to school at Hopkins and Hagerstown were youngest in average age at return, and women at Morgan State, Notre Dame, and Hood were oldest. Hopkins had the greatest number of years of prior education, and Dundalk, the least. Prince Georges had the highest average number of children (2.43), and Morgan State and Hopkins, the

lowest (1.98 and 1.76, respectively). For the number of preschoolers, however, Morgan State and Hopkins had the highest average (1.53 and 1.37, respectively), and Hagerstown, the lowest (.14). In terms of the number of credit hours completed, Dundalk had the most, and Hood, the least. As would be expected, a greater number of higher-level degrees were granted at Hopkins and Morgan State.

In terms of prior work experience, Hopkins and Morgan State were very heavily represented in Teaching and Social Service categories. Dundalk was over represented in the underemployed category. In terms of the category of job the women had in mind when they returned to school, Dundalk, Notre Dame, and Prince Georges had proportionally fewer women interested in Teaching and Social Service than the other schools, and these same three had proportionally more women interested in business.

In terms of academic goal upon entering, Morgan State, Hopkins, Notre Dame, Prince Georges, and Hood women tended to be interested in obtaining a degree, and the other schools were split about half-and-half between seeking a degree and just taking courses. When asked about the reason they enrolled, women from Morgan State and Hopkins mentioned improving skills for present job more than the other schools. Morgan State, Hopkins, and Hood mentioned self-enrichment as a reason far less than the other schools.

When present enrollment and completion were considered, proportionally few of the women at Morgan State, Hopkins and Dundalk were still enrolled, with Dundalk having the lowest completion rate. Hopkins and Hood had the highest completion rate, although the sampling at Hood was biased toward women who had completed the program.

Status was measured two ways (a) ratings of the husband's status and (b) income level, where less than $10,000/year was labeled low, $10-20,000 medium, and over $20,000 high. These two measures correlated .28 (N=292, p less than .001). Husband's occupation was not available for Dundalk, and yearly income was not available for Morgan State or Hopkins. Husband's status was highest for Hopkins and lowest for Morgan State, and by income, Dundalk was over-represented in the low bracket, and Notre Dame in the high bracket.

In terms of receiving counseling, proportionally more women from Dundalk reported that they had received counseling in college. Looking at marital status at time of registration, proporionally more single women were found at Morgan State and Hopkins. Proportionally, the highest number of divorced and separated women came from Morgan State and Notre Dame.

Because the tables of actual data for the above section are rather lengthy, all statistics dealing with comparisons between schools are presented in Appendix E.

(2) *Differences among settings*. Data from the schools were grouped into three categories: University (Morgan State and Hopkins), Two year Colleges (Dundalk, Hagerstown, and Prince Georges) and Private Colleges (Notre Dame and Hood). These data have been discussed in prior chapters of this report. Statistically significant differences

were found for the subgroups and the reader is again referred to Appendix E for the actual statistics.

(3) Differences between Morgan State and Hopkins. Morgan State and Hopkins were contrasted because both are universities and in principle should be supplying similar services for their students, but the former school is primarily Black in student composition, and the latter, White. Thus the contrasts between these schools highlight racial differences.

Differences were found for eight of the variables discussed above. First, Morgan granted more Bachelor degrees, and Hopkins, more Master's. Women returning to Morgan were, on the average, older than women returning to Hopkins, but Hopkins women had more prior education. In terms of prior work experience, proportionally more Morgan students had been underemployed or had clerical jobs. Looking at reason for entering, more Morgan women were preparing for their first career.

For the question on what job each woman had in mind when she entered, many more women from Morgan than Hopkins showed a desire to pursue a career in business. The final two differences were that about three-fourths of the Hopkins women completed their program while only about a half of the Morgan women did, and the status of Hopkins women's husbands was higher than the husbands of women attending Morgan State.

Because the precise numbers associated with these differences have already been reported in the Appendix for differences among all seven schools, no separate tables are shown for these contrasts. All reported differences are significant at at least the .01 level.

B. Differences in outcomes of attending college. The outcome variables discussed in this section include the general category of job at present, whether exact job in mind was obtained, whether a job in one's general chosen field was obtained, satisfaction with current job, changes in job status since school was attended, ratings of the school's effectiveness in helping achieve goals, and ratings of the school's influence in changing career goals. Once again, differences are examined by (1) all seven schools, (2) by three general settings, and (3) by Morgan State and Hopkins.

(1) Differences among all seven schools. Differences on all of the above variables were found. Looking first at the categories of current occupation, Dundalk is over-represented in the underemployed category; Hopkins and Hood are under-represented in the business category; Morgan State, Hopkins, and Hood have the greatest number in the Teaching and Social Service category; and Hopkins and Hood are the only colleges reporting current jobs in the Sciences.

Those at Dundalk were the least successful in obtaining exactly the job had in mind at registration, while those at Hood, Hopkins, and Morgan State were the most successful. The same pattern holds for obtaining a job in a related field. In terms of job satisfaction, however, Morgan State and Hopkins gave the lowest ratings, with Morgan State being significantly lower than the nonuniversity schools.

Looking at changes in status, Hood had the greatest number of job status upgrades (87%), while Notre Dame and Prince Georges showed the greatest numbers of downgrades in status (32% and 27%, respectively). Finally, Hood gave the highest ratings for their school's helping them achieve their goals, while Dundalk gave the lowest ratings. Notre Dame gave the highest rating for their school's influencing a change in goals, while Morgan State gave the lowest rating.

(2) Differences among settings. Significant differences were found for six of the seven variables. Overall, the private colleges saw very few of their students in the underemployed category; the universities had very few in the clerical and business categories; and the two year colleges had proportionally fewer women in the teaching and social service category. The university students were more successful in finding the exact or similar job they had in mind when they enrolled, followed by the private colleges and two year colleges. The women who attended a university were, however, far less satisfied than the other two groups with their present job.

Looking at changes in status, the universities had the fewest number of downgrades, but the two year colleges had the greatest number of upgrades. Finally, private colleges reported the highest ratings for their schools' influencing a change in career goals, and the universities, the lowest.

(3) Differences between Morgan State and Hopkins. The only significant differences found here were in the category of present occupation and whether the women found a job in a field related to their original career goal. On the first variable, Morgan State saw

more women in the underemployed, clerical, and business categories and Hopkins, in teaching and social service, arts, and science categories. On the second variable, Hopkins students were slightly more successful in finding jobs related to their original choice.

C. Differences between schools on the relationships between population characteristics and outcomes. The beginning of this chapter presented relationships between population characteristics and outcomes for the entire sample. As we saw, most of the relationships were very weak. When these relationships are examined separately by school, the reduced sample size rendered most of them statistically not significant. The few statistically significant differences are reported here.

First, looking at only those women who are not still enrolled, Prince Georges Community College was the only school showing a significant relationship between receiving counseling and job satisfaction (N=90, biserial $r = .14$, p less than .10).

The second finding concerns the relationship between years of prior education and counseling. It was reported earlier that the greater the number of years of prior education, the less often counseling was sought, and the lower its effectiveness was rated. The inverse relationship between years of education and receiving counseling was most pronounced for Morgan State (N=147, biserial $r = -.21$, p less than .005). The inverse relationship between ratings of counseling effectiveness and years of education were strongest for Dundalk

(N=58, biserial r = -.32, p less than .01) and Notre Dame (N=35, biserial r = -.38, p less than .02). Both of these schools have strong CEW programs that include a counseling component. Finally, in opposition to the general trend, there was a positive relationship between receiving counseling and years of education at Hood College (N=39, biserial r = .34, p less than .02).

The remainder of this chapter is concerned with profiles of the women who re-entered each of the seven institutions in this study Each profile is followed by a brief summary of some of the characteristics of the women who return to that particular institution.

PROFILES OF THE WOMEN AT EACH COLLEGE

MORGAN STATE UNIVERSITY

Morgan State University is a public, urban institution of higher education that was originally created to serve Black students. One hundred and fifty-five re-entry women comprised the Morgan State University sample. Sixty percent (87) of the women were under forty years of age at the time of interview. Seventy-seven percent (119) were Black, sixteen percent (24) were White, and one woman reported to be Asian. (Eleven were missing on this variable). Most of the women re-entering Morgan, did so within the past five years (60%).

At the time of re-entry, two-thirds (97) of the Morgan women were married, and four-fifths (125) of them had children present in the household. Two-thirds of the Morgan women (93) had two or more such children at home. Most of these were preschoolers. Twenty-three of the women (15%) had one preschooler, but ninety-nine women (64%) had two or more such children present in the home at the time they re-enrolled in school.

In the main, women financed their education by means of personal savings, personal employment or scholarships. Forty-four percent (69) of the women at Morgan did not have employed husbands. Another ten percent of the women had husbands who were employed as unskilled laborers. Eleven percent were employed in business related occupations, twenty-six percent were professionally employed. The remaining eight percent were employed as skilled laborers or public service personnel.

Seventy-six Morgan women (49%) enrolled in college to improve skills for a job and thirty women (19%) enrolled to change careers. Twenty women (13%) enrolled to obtain a first career, and six women (4%) to refresh skills. Only eleven women (7%) returned for self enrichment. The entire sample (155) had a career in mind at time of entry.

Seventy-eight women (50%) enrolled as education majors, twenty-nine women (19%) enrolled in business and twenty-two women (14%) enrolled in social work, mental health or human services curriculum. The remaining twenty four women (17%) had majors scattered throughout the liberal arts subject areas. Only two persons enrolled in mathematics and the "hard" sciences as curriculum majors.

Approximately half of the women (76) selected at least one math course. Those who studied math did so primarily because it was required in their program. Three-fourths of those who did not take math, avoided it because it was not required. The others avoided it because they were not interested, which was the case with twenty-two of those who did not take math. No one reported being afraid of taking math.

Only thirty-nine of the Morgan women (25%) received any counseling. Of those, a third received it in high school, a third at their place of employment and a third in college. One half (19) of those who received counseling said that it effected their plans.

At the time of interview, one hundred and thirty-five of the Morgan women (87%) were no longer enrolled in college, though only seventy-two (47%) completed their programs. Those who left did so for the following reasons: lack of time (49%), couldn't afford (22%), dissatisfied (11%), achieved goals (9%), course work too hard (7%), moved away (2%).

Sixty-eight percent of the women claimed that return to school did not cause them to change their goals, though 32% claimed it did. However, 92% claimed that school helped them achieve their goals.

Prior to enrollment at Morgan, thirty-six women (23%) had a high school diploma, forty-one women (27%) had two years of college, seventy women (45%) had earned bachelors degrees and eight women (5%) had earned advanced degrees.

Ninety-three percent of the Morgan women had been employed between high school and college and sixty-three percent considered their work as a career. Half of those who worked did so continuously.

At the time of enrollment, over four-fifths of the women (130) were employed. The majority were employed in education (40%), secretarial (27%), unskilled occupations (10%) and business (9%). Table 35 shows the occupations of the women from enrollment to present. It is obvious that education and business remain popular occupations. Also obvious is that very few women were interested in other than traditional "female occupations." Though no women aspired to be unskilled laborers or do secretarial work, three women (2%) were working as unskilled labor at the time of interview and twenty-one women (14%) were working as secretaries. Over two-thirds of the women, however, claimed satisfaction with their present job.

Table 39. Distribution of Morgan Women Across Time and Job Category

	Prior to Enrollment N=155		At Enrollment N=155		Career in Mind N=130		Present Employment N=155	
Category	N	%	N	%	N	%	N	%
Unskilled	15	10	11	7	-	-	3	2
Secretarial	41	27	25	16	-	-	21	14
Social Worker	2	1	1	1	3	2	1	6
Nurse	3	2	1	1	3	2	3	2
Teacher	61	39	67	43	70	54	70	45
Education Specialty	2	1	5	3	5	4	5	3
Science	1	1	1	1	3	2	-	-
Engineering	1	1	-	-	-	-	-	-
Media/Writing	1	1	-	-	1	6	-	-
Data Processing	1	1	3	2	-	-	3	2
Accounting	12	7	12	8	35	27	23	15
Medical Service	2	1	4	3	10	8	3	2
Unemployed	13	8	25	16	-	-	23	15

Special Characteristics of Women Returning to Morgan State University.

Women returning to Morgan State University had highest average age at return to school (36-37). They had the second fewest number of children at return (1.98) but had the most preschoolers at return (1.53). Women at Morgan State were very high in the number who were engaged in prior work in teaching and social service (45%). However, their husband's occupational status was lower than that of any other group in this study. Morgan had the second highest number of single women (11%) and the highest number of divorced and separated (21%). Morgan women ranked highest in getting exactly the job had in mind (66%). However, they had the lowest ratings of job satisfaction (2.81 on a 1-4 scale). They also had the lowest ratings of school's influence in changing goals (1.45 on a 1-3 scale).

THE EVENING COLLEGE OF THE JOHNS HOPKINS UNIVERSITY

Included in this study were one hundred and thirty nine women from The Evening College of The Johns Hopkins University, a private institution which runs part-time educational programs on the graduate and undergraduate level. Forty-seven percent of the women (66) were under forty years of age at the time of interview. Over two-thirds (92) of the women returning to Hopkins were White and one-fourth were Black. The remainder (9%) were Hispanic, Asian and Others. Most of the women re-entering The Evening College, did so within the past five years (63%).

At the time of re-entry, sixty-nine percent of the women (96) were married and seventy-one percent (99) had children living in the home. Many of the children at home were preschoolers. Twenty-four percent of the women had one preschooler at home and forty-nine percent had two or more preschoolers at home.

In the main, women financed their education themselves (67%), fifteen percent through personal savings and fifty-two percent through personal earnings. However, in thirty three percent of the cases, others paid as follows: husband (19%), employer (9%), loans (1%), scholarship (2%), other (2%).

None of the husbands of Hopkins women were unemployed. Fifty-six percent of the husbands were employed in professions, thirty percent in business, four percent in skilled trades, and five percent in public service. Only four percent were unskilled laborers.

Fifty-eight percent of the Hopkins women enrolled in college to improve skills for a job; ten percent enrolled to refresh skills. Eighteen percent enrolled to change careers. Few women, less than four percent, came to prepare for a first career, and only ten percent came for self enrichment. The majority of the Hopkins re-entry women had a career in mind at entry (77%).

Seventy-two percent of the women returning to Hopkins were in education curricula. The remaining women were in arts and sciences (17%), business administration (8%), and nursing (3%). One woman reported to be majoring in social work, thought Hopkins did not offer this option.

Only seventeen percent of the women enrolled in The Evening College studied math during their program. Those who did not take math selected not to do so because math wasn't need in their program (88%) or because they weren't interested (12%). No one reported being afraid of taking math.

Only one-fourth of the re-entry women at Hopkins ever received counseling. Of these seventy-three percent received counseling in high school and twelve percent received it from a private agency. Fifteen percent received counseling in college. One-half of those who received counseling said that it effected their plans.

At the time of the interview, ninety-six percent of the returnees were not enrolled in school. Seventy-two percent had completed their program. Of those who did not complete, forty percent lacked time, eighteen percent achieved their goals, one person accepted a job, one could no longer afford college, and two people moved away. Three people, however, eighteen percent of those who gave a reason for leaving, were dissatisfied. No one claimed that the coursework was too hard.

Forty-one percent of the Hopkins re-entry women claimed that school changed their goals, and eighty-three percent said that school helped them achieve goals.

Prior to enrollment at Hopkins, the majority of women (64%) had earned Bachelors degrees and twenty-six percent of the women earned graduate degrees. Only ten percent had less than four years of college.

Ninety-seven percent of the Hopkins women had been employed between high school and re-entry to college. Sixty percent claimed to have worked continuously and eighty-one percent considered their work a career.

At the time of enrollment, ninety percent of the re-entry Hopkins women were employed. Seventy-seven percent of the employed women were in education, nine percent were in business, nine percent in nursing, and three percent were in allied medical occupations. One woman was a secretary and one was employed in science.

Only three persons stopped working to return to school. Ninety-seven percent of those working at the time of enrollment (85% of the entire Hopkins sample) remained employed while attending school. Table 40, which shows the occupations of Hopkins women from enrollment to present, makes it obvious that most women did not change fields though one entered law, and two women became research assistants. It is noted that few women entered non-tradtional careers. Most of the women (87%) reported having satisfaction in their present job.

Table 40. Occupations of Hopkins Women Over Time

	Prior to Enrollment (N=138)		At Enrollment (N=130)		Career in Mind (N=107)		Present Employment (N=132)	
Category	N	%	N	%	N	%	N	%
Unskilled	2	1	1	1	1	1	1	1
Secretarial	7	5	-	-	1	1	3	2
Social Worker	3	2	-	-	1	1	1	1
Nurse	15	11	10	8	8	8	11	8
Lawyer	-	-	-	-	-	-	1	1
Teacher	75	54	78	60	48	45	56	42
Educational Specialty	15	11	11	9	42	39	30	23
Science	2	1	1	1	1	1	2	2
Media/Writing	-	-	4	3	1	1	3	2
Accounting	8	6	5	4	3	3	6	5
Own Business	-	-	1	1	-	-	1	1
Research Assistant	1	1	-	-	-	-	3	2
Medical	5	4	4	3	1	1	5	4
Unemployed	5	4	15	12	-	-	9	7

Special Characteristics of Women Returning to The Evening College of The Johns Hopkins University

Hopkins' women had the least number of children on the average (1.76) but the second highest number of preschoolers (1.37). They had the most prior years of education (16.8). Their husband's status was the highest of all of the institutions.

The Hopkins women had the most prior teaching and social service jobs (82%). They were second most successful in obtaining the exact job they had in mind at entry. Hopkins women were second highest in science occupations.

THE COLLEGE OF NOTRE DAME OF MARYLAND

The College of Notre Dame of Maryland was selected for this study because it makes a concerted effort to attract re-entry women and offers particular courses and programs for them. One hundred and seven women included in this study were from Notre Dame.

Racially, this population was comprised of ninety-nine White women (92.5%) and eight Black women (7.5%), seventy eight of whom enrolled since 1975. Thirty-three percent of the Notre Dame women were forty years of age or older at the time of enrollment.

At re-entry, seventy-two percent of the Notre Dame women were married and 15% were divorced. The remainder were single (7%), separated (3%) and widowed (4%). Eighty-two percent of the Notre Dame women had children living in the home. Forty percent had three or more children in the home. Few of these children, however, were preschoolers. At Notre Dame, only eighteen percent of the total population had preschoolers: fourteen percent had only one, and the remaining four percent had two or three.

Notre Dame women did not, in the main, finance their own education. Although twenty-five percent did pay for it through savings (8%) or personal earnings (17%), most women had their education paid for by others. Most significant among the others were husbands who paid in forty percent of the cases. The remainder had their education paid for by employers (25%), loans (5%), scholarships (3%), and other sources (2%).

Family income for the Notre Dame women covered a wide range, but tended to be high. Less than eight percent of the families earned under $11,000 per year; fourteen percent earned between $11,000 and $15,000: and twenty-four percent earned between $16,000 and $20,000. Fifty-four percent of the families of the re-entry women to the College of Notre Dame of Maryland earned in excess of twenty-thousand dollars per year.

Husbands of the Notre Dame women were employed as follows: professional (32%), business (55%), skilled labor (11%). One husband was unemployed and one was an unskilled laborer, which accounts collectively for the remaining 2%.

Forty percent of the women who re-entered the College of Notre Dame of Maryland did so for self enrichment. Another thirty-one percent re-entered to either prepare for a first career (14%) or change to a new career (27%). Those who wished to refresh skills (2%) or improve skills for their job (16%) completed the sample. The majority of the women who entered Notre Dame (70%) did not have a career in mind at entry though sixty-seven percent set a degree, rather than "just courses" as their academic goal.

The curricular offerings selected by the re-entry women were primarily in the liberal arts (73%). Twenty-one percent of the re-entry women, however, selected majors in business, five percent in education, and one percent in nursing.

Seventy percent of the Notre Dame women did not study math, twenty-two percent because they were frightened, twenty-five percent because they weren't interested and fifty-three percent because it wasn't seen as needed. Although The College of Notre Dame runs special CEW programs for the re-entry women, only one-third of the re-entering women (35) said that they had ever received counseling. Of the thirty-three percent who had received counseling, two-thirds of the women (23) received it at college, while 18% (6) received it at place of employment, 9% (3) at a private agency and one woman received it in high school. Counseling was perceived to effect the plans of two-thirds of the Notre Dame women who recieved it.

At the time of interview fifty percent of the women were still enrolled. Of those who were not enrolled (55), fifty-four percent (30) had completed their program. The others left school in rank order because of lack of time, couldn't afford it, and accepted a job. Only two women reported leaving the college because they were dissatisfied.

Fifty-six percent of the women who returned to Notre Dame College said that school changed their goals, and eighty-four percent reported that the school helped them achieve their goals.

Prior to enrollment at Notre Dame, sixty-two percent of the women earned high school diplomas and another thirty-two percent had earned some college credits, but less than a Bachelors Degree. Four percent had previously earned Bachelors Degrees and two percent had earned advanced degrees.

Although ninety-seven percent of the women had worked at some time or another betweeen high school and re-entry, seventy-seven percent did not work continuously. Forty-two percent considered their work a career, and fifty-six percent were employed at enrollment, ten percent of whom stopped working to attend school.

Prior to enrollement fifty-eight percent of the jobs held by Notre Dame women were secretarial in nature, twelve percent were in business, ten percent were in nursing, and nine percent were in education. The remaining percentage of the women were in allied medical fields (6%) and unskilled areas (3%). However it is noted that one woman (1%) was a social worker and another woman was an engineer!

What happened over time and with education, the percentage of Notre Dame women working in the secretarial rank was reduced and the percentage working in professional or business related fields increased. Table 41 illustrates this.

Table 41. Occupations of Notre Dame Women Over Time

	Prior to Enrollment N=102		At Enrollment N=98		Career in Mind N=32		Present Employment N=75	
Category	N	%	N	%	N	%	N	%
Unskilled	3	3	2	2	-	-	4	5
Secretarial	59	58	26	26	1	3	18	24
Social Work	1	1	1	1	1	3	2	3
Nurse	10	10	4	4	2	6	5	7
Lawyer	-	-	-	-	3	9	-	-
Teacher	6	6	6	6	7	22	10	12
Education Specialty	3	3	6	6	5	16	8	11
Science	-	-	-	-	1	3	-	-
Engineering	1	1	-	-	-	-	1	1
Media/Writing	1	1	-	-	2	6	1	1
Data Processing	2	2	-	-	-	-	3	4
Accounting	8	8	12	12	10	9	16	21
Own Business	1	1	-	-	-	-	3	4
Medical	6	6	-	-	-	-	2	3
Arts	-	-	-	-	-	-	1	1
Unemployed	1	1	40	40	-	-	1	3

Seventy-five percent of the Notre Dame women reported to be satisfied with their present occupation. It is noted that three women wanted to be lawyers and one wanted to enter science and none had yet achieved those goals. More women, however, remained in secretarial positions, and accepted positions in the unskilled category and in education, than wanted these originally.

Special Characteristics ot Women Returning to The College of Notre Dame of Maryland

Women returning to Notre Dame, along with those returning to Morgan State and Hood had the oldest average age of the total sample of re-entry women (36-37 years of age). They were the highest percentage returning for self-enrichment (40%). They also had the highest ratings of school's influencing a change of goals.

HOOD COLLEGE

In recent years, Hood, a private, traditionally female liberal arts college located in a semi-rural setting in Frederick, Maryland has been attracting re-entry adults from suburban counties surrounding the District of Columbia as well as Baltimore, Hagerstown and Frederick, itself. The Hood sample was comprised of thirty-nine re-entry women. It was a biased sample in that all within it were graduates. Therefore when the woman re-entering Hood is described, the description may, in fact, not fit all women who have re-entered Hood, but only those who have graduated. Hood is also unique in that all of the women in the sample were White. Sixty-seven percent of the Hood women studied, entered since 1975.

Thirty-seven of the thirty-nine women from Hood (95%) were married when they first enrolled. None were divorced or widowed, but one was single and one was separated. Eighty-nine percent of the women had children living in the home, and thirty-seven percent had three or more of them. Eighteen percent of the women had preschoolers living at home, but none had more than two of them.

Hood re-entry women were not primarily responsible for financing their own education. In twenty-six percent of the cases, husbands paid; in six percent, employers paid. Loans covered the expenses of twenty-six percent, and scholarships, ten percent. In the thirty-one percent of the cases where women paid their own way, eighteen percent did so through personal savings, and thirteen did so through personal earnings.

Thirty-seven percent of Hood families had incomes over $20,000 per year. Twenty-nine percent earned between $16,000 and $20,000 per year. Twenty-four percent earned between $11,000 and $16,000, and eleven percent earned under $11,000 annually.

No husband was unemployed. Of the thirty-seven married women, seventeen (46%) had husbands employed in the professions, and fourteen (37%) had husbands employed in business. Three women (8%) were married to skilled laborers, two (5%) were married to men in the military and one (3%) was married to an unskilled laborer.

Hood women re-entered primarily for careers. Thirty-seven percent wanted to prepare for a first career, and thirty-seven percent wanted to change to a new career. Thirteen percent wanted to refresh their skills, and five percent wanted to improve their skills. Only eight percent entered for self enrichment. Seventy-four percent of the women had a career in mind at entry.

Fifty-eight percent of the re-entry women took majors within the liberal arts. Thirty-four percent majored in business and eight percent in education.

Sixty-six percent of the Hood re-entries took no math courses while enrolled. Seventeen percent said that they were frightened of it, nine percent said they weren't interested, and seventy-four percent said that they didn't need it.

The majority of Hood women (67%) did not receive counseling. Of those who did receive it, most (85%) received it in college. Half of those who received it, said it effected their plans.

At the time of interview, twenty-eight percent of the Hood women were still enrolled though all were graduates and had completed their initial program. Only thirty-three percent said that Hood changed their goals, but ninety-five percent said that Hood helped them achieve their goals.

Prior to enrollment in Hood, twenty-one percent of the women had completed high school, fifty-nine percent had completed one or two years of college, and twenty-one percent had earned Bachelors Degrees.

Ninety-five percent of Hood women had been employed at some point prior to re-entry, but only fourteen percent worked continuously. Work was not considered a career by seventy-one percent of the Hood women. Twenty-five percent of the women were working at the time of enrollment, and half of these stopped working when they returned to school.

Prior to enrollment, sixty-three percent of Hood women were secretaries and twenty-three percent were teachers; six percent were nurses, and six percent were in accounting. One woman was employed in the arts.

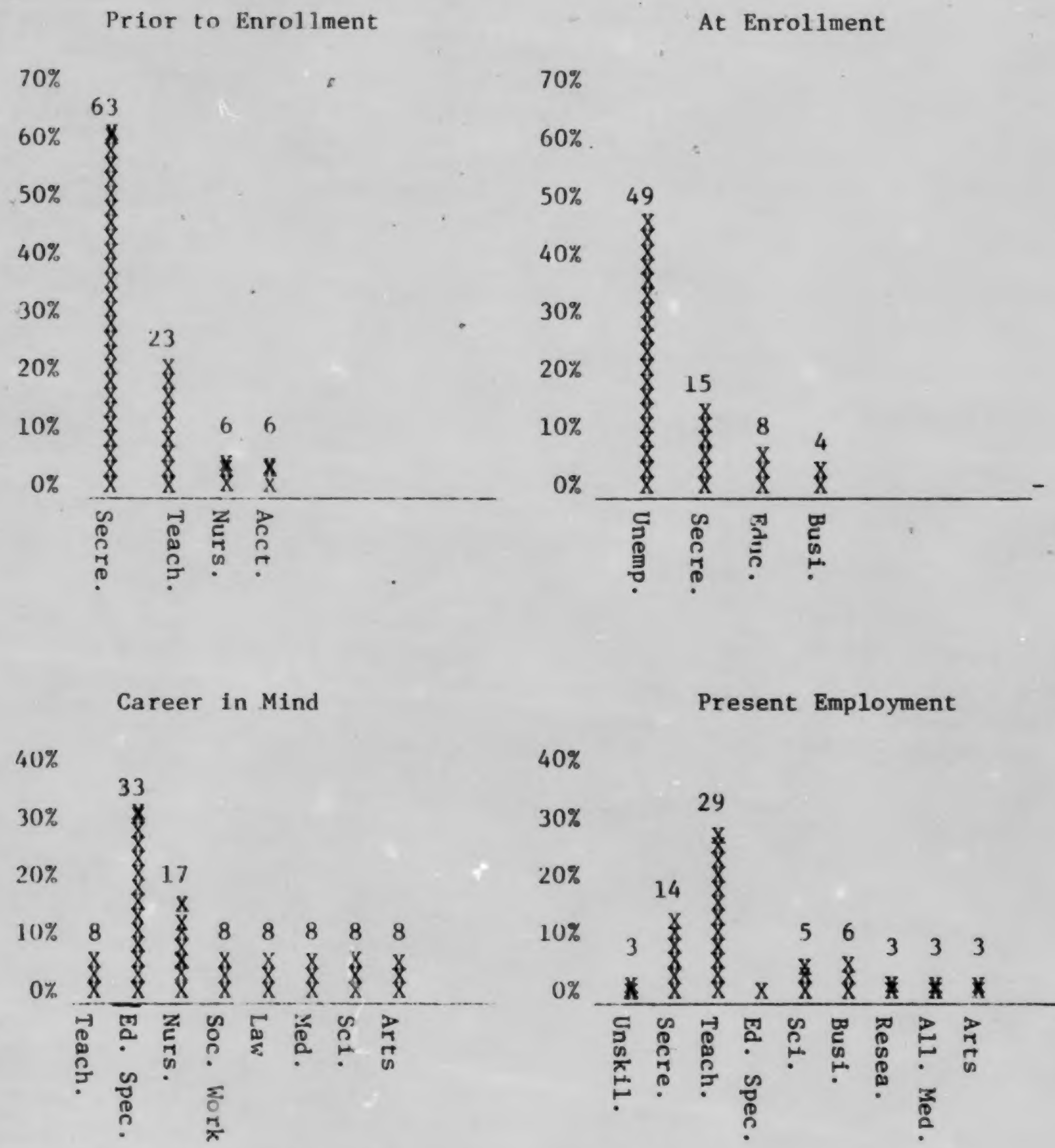
At enrollment, most were unemployed but those who were working were all in secretarial work, education or business. However, at enrollment, no women at Hood had secretarial work as a career in mind post-graduation. Careers in mind were teacher (45%), educational specialty (28%), social work (14%), and arts (7%). One woman had a career in science in mind, and another a career in law.

At present 17% of the women working remain in unskilled (3%) and secretarial (14%) occupations. Education accounts for fifty-nine percent of the workers. Social work accounts for eight percent, and business for another six percent. One woman is in the arts, one is in the allied medical field, and one is a research assistant. No woman has become a lawyer as of yet, though two are in science.

Seventy-five percent of Hood women are in the field prepared for. Ninety-five percent are satisfied.

CHART 25

Occupations of Hood Women Over Time



Special Characteristics of Women Returning to Hood College

With Morgan State and Notre Dame, Hood women were the oldest in average age at return (36-37 years of age). They have the highest ratings, of current job satisfaction (3.44 on a 1-4 scale). Hood women had the highest ratings of a school's helping to achieve goals (2.67 on a 1-3 scale), and the most occupational status upgrades (87%). Hood women were also the most successful in getting the exact job they had in mind. However, all of the Hood women were graduates.

DUNDALK COMMUNITY COLLEGE

Located in a heavily industrialized section in Southeastern Baltimore County, Dundalk is a public, comprehensive community college with a strong reputation for community service. Since its founding in 1971, it has housed a CEW program, then called "Women's Workshop in Self Discovery" which provided a model for other programs developed in other institutions throughout the state. Optional for the re-entry woman, the Women's Workshop combined course work with guidance and counseling. The ninety-seven women who comprised the Dundalk sample were selected from the total number of women returning to Dundalk and as such, may or may not have attended the "Women's Workshop."

Eighty-nine of the women who returned to Dundalk were White. The other were: Black (10%) and Asian (1%). At the time of interview, twenty-five percent were under the age of forty. However, fifty-nine percent of the Dundalk women in this study entered college prior to 1975. Their mean age at entry was no higher than that of the total sample: in fact, seventy-five percent of the women entering Dundalk were thirty-nine years of age or younger at entry, and forty-five percent were between the ages of thirty-two and thirty-five at that time.

Eighty-five percent of the women were married when they returned to school. The remainder were separated (10%), divorced (3%), widowed (3%) and single (2%).

The median family income of the women returning to Dundalk was approximately $12,000 per year. Eighty percent of the women returning to Dundalk lived on family incomes of fifteen thousand dollars a year or less, and only nine percent had incomes in excess of $20,0000 annually.

The complete family income breakdown for Dundalk is as follows: under $5,000 - eight percent, $5,000 to $10,000 - twenty percent, $10,000 - $15,000 - fifty-three percent, $15,000 - $20,000 - eleven percent, and $20,000 and over - nine percent.

College education was self-financed for thirty-eight percent of the women, (seven percent through personal savings and thirty-one percent through personal earnings). In thirty-three percent of the cases, husbands paid and in twelve percent, employers paid. Eighteen percent financed college in other ways including scholarships (12%).

Thirty-seven percent of the women who entered Dundalk did so for self-enrichment. Thirty-five percent came to prepare for a first career (19%) or change to a new career (16%). Skills development was the reason for the return of the remaining twenty-seven percent of the women; eight percent wanted to refresh skills and nineteen percent wanted to improve them.

Ninety-seven percent of the re-entry women who enrolled in Dundalk had never attended college before but had only a high school education, or less. At entry, the academic goal of forty-seven percent was just to take courses. Fifty-three percent wanted an Associate in Arts Degree.

Fourteen percent of the ninety-seven women who returned to Dundalk did not identify a curriculum major. Those who did were enrolled in studies as follows: general studies (30%), education (17%), business administration (12%), arts and sciences (9%), para-professional counseling (6%), real estate (5%), secretarial (2%) and media-technology (2%).

Forty-six percent of the Dundalk women took math while in school, and fifty-four percent did not. Those who did not take math were either not interested (75%) or frightened (25%). It is noted that thirty-five women, comprising sixty-eight percent of the women (51) at Dundalk who did take math, did so for personal enrichment.

More than half (52) of the ninety-seven women who returned to Dundalk received counseling and of these, forty-five persons (87%) received it at Dundalk. In two-thirds of the cases (39) counseling was reported to have effected the plans of the women.

At the time of interview, six percent of the women were still enrolled. Twenty-eight percent of the women had completed the program, but seventy-two percent had not. Reasons given for not completing the program in rank order were: lack of time (36%), accepted job (18%), achieved goals (16%), couldn't afford it (16%), dissatisfied (7%) and moved away (7%). Forty percent said that the return to school changed their goals, and seventy-six percent said school helped them achieve their goals.

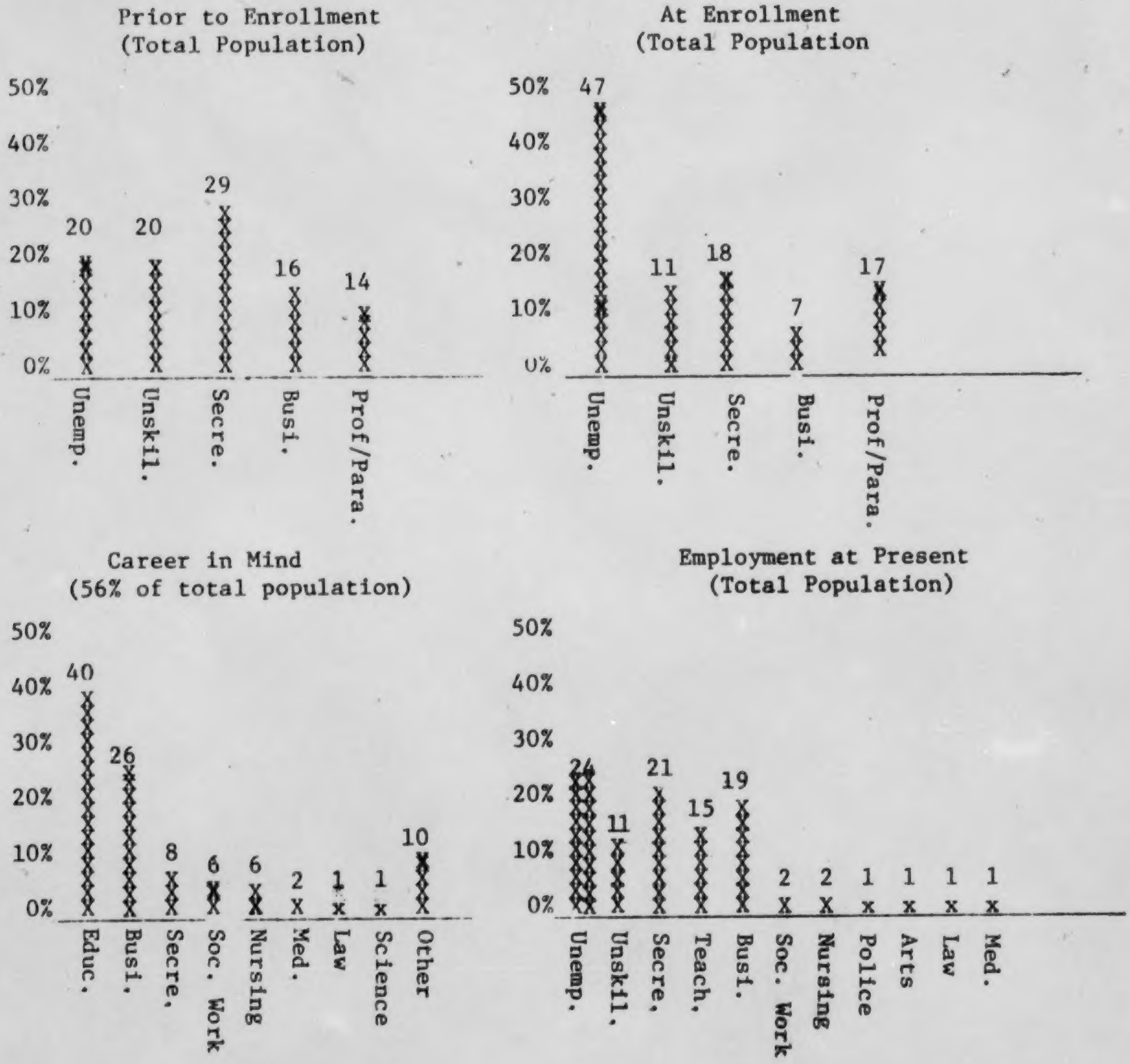
Prior to enrollment, twenty percent of the Dundalk women were unemployed, twenty percent were working in unskilled occupations, twenty-nine percent were in secretarial occupations, sixteen percent were in other business related occupations and the remaining fourteen percent were employed professionally or para-professionally in education, social services and nursing.

At enrollment forty-seven percent were unemployed, and fifty-three percent were working, eleven percent in unskilled labor, eighteen percent in secretarial jobs, seven percent in business and the remainder in the human services.

At entry, fifty-six percent of the women had careers in mind. These included education (40%), business (26%), secretarial (8%), social work (6%), nursing (6%), and others (12%). Among the "others" were lawyer (1%), scientist (1%), and medical (2%).

CHART 26

Occupations of Dundalk Women Over Time



At the time of interview, twenty-four percent of the Dundalk women were unemployed, eleven percent were employed in unskilled labor, twenty-one percent were in secretarial occupations, fifteen percent were in teaching or related educational occupations and nineteen percent were in business. The remaining ten percent were in other occupations such as social work (2%), nursing (2%), police (1%), skilled labor (1%), and arts (1%). Although none became a scientist, one women (1%) became a lawyer, and one (1%) entered the medical field. Chart 27 illustrates these findings.

Eighty six percent of the women who returned to Dundalk reported to be satisfied with their jobs. Only thirty-five percent of the women who returned to Dundalk are working in the career area for which they prepared.

Special Characteristics of the Women Returning to Dundalk

The women who returned to Dundalk had the lowest years of prior education, the most number of unemployed and unskilled persons prior to entry, and the lowest family income (27% less than $10,000 per year) of all of the groups included in this study.

They comprised the highest percentage returning "just to take courses" and the second highest returning for "self-enrichment."

Dundalk women had the highest number receiving counseling (54%) and the highest percentage saying that counseling effected their future plans.

Dundalk women were the third highest in expressing an interest in business occupations. However, Dundalk women had the lowest completion rate (28%), the greatest number currently unemployed or in unskilled work (35%), the fewest who received the exact job they had in mind (35%). This group of women gave the lowest rating of the school's helping them to achieve goals (2.24 on a 1-3 scale).

HAGERSTOWN JUNIOR COLLEGE

Eighty-eight percent of the re-entry women who enrolled in Hagerstown Junior College, a public, comprehensive two year institution serving the area for which it is named, did so after 1975. Ninety-two percent of these women were White, four percent were Hispanic and four percent were Black. In total, they numbered forty-nine persons.

When they returned, fifty-seven percent were between the ages of thirty-two and thirty-five and eighty-four percent were under forty years of age. (At the time of interview fifty-three percent were under forty).

Forty-one of the Hagerstown women (84%) were married when they re-entered college, one woman was separated (2%), three were divorced (6%), and four were widowed (8%).

Forty-four women (92%) had children present in the home at time of enrollment and forty percent had three or more children present in the home. Fourteen percent of the women had a preschool aged child at home.

College education was financed by the husband in forty percent of the cases. Employers paid for eight percent of the women, loans paid for two percent and scholarships for twelve percent. However, in thirty percent of the instances, women financed their own education, either from personal savings (10%) or personal earnings (20%).

Family income was variable among the Hagerstown women. Four percent earned under five thousand dollars per year, eleven percent earned between ten and fifteen thousand, twenty-six percent earned between ten and fifteen thousand and thirty two percent earned between sixteen and twenty thousand. Twenty-eight percent of the women who returned to Hagerstown had family incomes in excess of twenty thousand dollars per year.

The husband of Hagerstown returnees were employed in a wide variety of occupations. Unskilled labor accounted for one percent, as did the Armed Services. Another eighteen percent were skilled laborers. Forty-six were professionals in such fields as medicine (5%), teaching (11%) and educational specialties (3%), scientific professions (3%), and engineering (24%). Twenty percent of the husbands were in business related occupations.

Thirty-five percent of the women who enrolled in Hagerstown did so for self enrichment. Thirty-three percent wanted to change careers, eleven percent wanted to prepare for a first career, thirteen percent wanted to improve skills for a job and nine percent wanted to refresh skills. Half of the women returning to Hagerstown had a career in mind when they returned and half did not.

Prior education consisted of high school for the majority of reentry Hagerstown women, but twenty-five percent had some college. The most popular curriculum major selected by the women was General Studies, selected by 35 percent. Nursing (22%) and business areas, such as accounting, data processing and management, were selected by twenty percent. Twelve percent selected arts and sciences, four percent secretarial and four percent human services. Administrative justice and engineering were each selected as majors by a single woman.

While in school twenty-six of the forty-nine women did not take math, and twenty-two did take math courses. Those who did not take it were frightened (23%) or not interested (19%). The remainder (58%) said that they did not take it because it wasn't needed for their program.

Only twelve persons (approximately one-fourth of the Hagerstown re-entrants) ever received counseling. Ten of the twelve received it in college and hald said that it affected their plans.

At the time of interview, twenty-eight percent of the Hagerstown women were still enrolled. Half had completed their program. Those who left prior to completion did so for a variety of reasons, but lack of tiem (36%) and accepted job (27%) were chief among them. Thirty-five percent changed goals while in school, and eighty percent claimed that school helped them achieve their goals.

Ninety-eight percent of the women who returned to Hagerstown had worked prior to re-entry, but only fifteen percent worked continuously. Sixty percent did not consider their work a career.

Prior to enrollment, ten percent of the Hagerstown women were employed in unskilled occupations. Fifty percent were in secretarial occupations. Fifteen percent were teachers, eight percent were nurses, and eight percent were in data processing or accounting. The remaining eight percent were in allied medical fields (4%), research assistant (2%), and unskilled labor (2%).

Occupational statistics at enrollment looked much the same as these prior to enrollment only fewer people were in each area. Approximately one-fourth of the women left jobs when they returned to school.

Careers that Hagerstown women had in mind at time of enrollment were: nursing (42%), education (30%), business (17%), social work (4%), secretarial (4%), and police (2%).

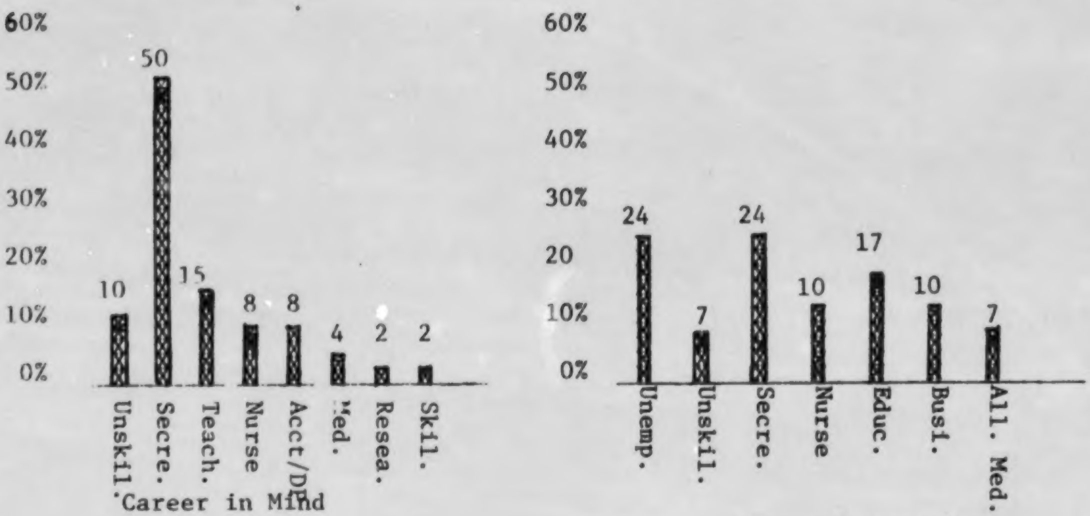
At present twenty-nine percent of the Hagerstown women are unemployed, fourteen percent are secretaries, fourteen percent are nurses, and sixteen percent are in teaching or educationally related fields. Twenty percent are working in business, four percent in the arts, and two percent in allied medical fields. Two-thirds of those working are in the field for which they prepared. Ninety-five percent report satisfaction with their job. Chart 27 illustrates the occupations of the Hagerstown returnees over time.

CHART 27

Occupations of Hagerstown Women Over Time

Prior to Enrollment

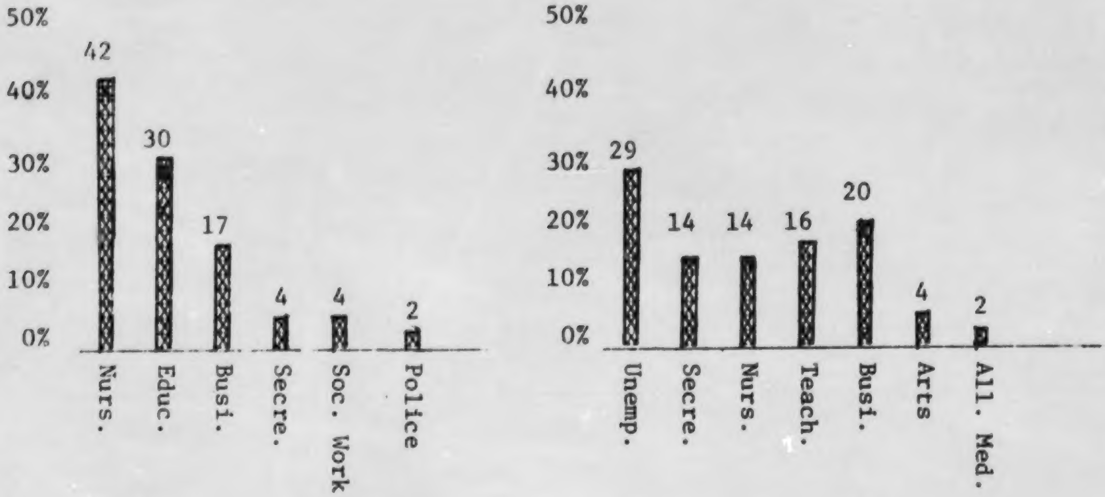
Occupation at Enrollment



Career in Mind

Career in Mind

Present Occupations



Special Characteristics of Hagerstown Women

Hagerstown women had the youngest average age (35 years) at the time of return to college. They had the least preschoolers per family. They were the group that supplied the second highest percentage (45%) of women returning "just to take courses" as opposed to getting a degree. They also supplied a high percentage of women (third highest) returning for "self enrichment" (35%). Hagerstown returnees supplied the second highest rating on job satisfaction (3.40 on a 1-4 scale).

PRINCE GEORGES COMMUNITY COLLEGE

Serving the county for which it is named, and located in a suburban vicinity of the District of Columbia, Prince Georges, a public comprehensive community college, supplied this research with its largest group of community college women. The one hundred and eighty-one re-entrants to Prince Georges were approximately two-thirds White (63%) and one-third Black (36%). One Hispanic and two Asians were in the group.

Sixty percent of the women who returned to Prince Georges did so since 1975. Fifty-five percent were between thirty-two and thirty-five years of age at re-entry and eighty-three percent were under the age of forty. At the time of interview, seventy-one women (39%) were still under forty years of age.

Seventy-six percent of the Prince Georges women were married when they returned. The remainder were separated (7%), divorced (7%), widowed (2%), and single (8%). Twenty-five of the women (13%) changed marital status between the time of enrollment and the present.

Ninety-two percent of the Prince Georges women had children in the household at the time of registration and forty percent had more than two of them. Nineteen percent (thirty-three women) had preschool age children at home, but the majority of these (30 women) had only one preschooler.

Forty-four percent of the re-entrees to Prince Georges paid for their own education through savings (7%) or earnings (37%). Husbands paid for thirty-one percent, and employers for nine percent. Twelve percent of the women had scholarships and three percent had loans. Sixty-nine percent of the families of the re-entry Prince Georges women had incomes in excess of sixteen thousand dollars per year, and thirty-six percent of these were incomes in excess of twenty thousand dollars per year. On the other hand, fourteen percent had incomes below ten thousand dollars per year, and eighteen percent earned between eleven and fifteen thousand.

Less than one percent of the women's husbands were in unskilled occupations and two percent were unemployed. The remainder (140) were in skilled occupations (14%), military (14%), police (18%), professional occupations, such as teacher, engineer, physician (26%) and business (26%).

The women who enrolled in Prince Georges did so for self enrichment (32%), skills development (31%) and career acquisition or change (38%). Of those seeking careers, fourteen percent were preparing for a first career and twenty-four percent were planning to change careers. Those who returned for skills development were divided into those who wished to refresh existing skills (4%) and those who wanted to improve skills for job related purposes (27%).

Sixty-nine percent of the re-entrants had a career in mind when they enrolled. Thirty-one percent did not. General studies was therefore the curriculum major selected by thirty percent of the re-entry women. Business related curricula (administration, management and accounting) were selected by twenty-six percent, nursing by seventeen percent, education by six percent, and secretarial by two percent. Other majors selected were computer science (6%), engineering (1%), health occupations (7%), law enforcement (1%), and real estate (1%). The remaining three percent were arts and science majors.

Seventy percent of the Prince Georges women studied math while in college. Thirty percent (fifty-four women) took no math. Of these fifty-six percent did not take math because it wasn't needed. Ten percent weren't interested, but thirty-three percent were frightened.

Two-thirds of the Prince Georges women never received counseling. Of the thirty-two percent that did receive counseling, seventy percent received it in college, fourteen percent in high school, ten percent at their place of employment and five percent from a private agency. Counseling had an effect on the plans of one-half of the persons who received it.

At the time of interview, one hundred and eleven of the Prince Georges women (62%) were no longer enrolled in college. Of those who were no longer enrolled, sixty-six persons (59%) completed their program. Those who left without completing their program said they did so because of lack of time (40%), they achieved their goals (31%), they accepted a job (16%), their course work was too hard (4%), they couldn't afford school (7%), or they moved away (2%).

Fifty-six percent of the re-entrants claimed that return to school did not cause them to change their goals, though forty-four percent claimed it did. However, eighty-eight percent said that school helped them achieve their goals.

Prior to enrollment, eighty-seven percent of the Prince Georges women had a high school diploma. Another four percent had one or two years of college. Three percent held Bachelor's Degrees and six percent held advanced degrees.

Ninety-four percent had been employed between high school and college, and half considered their work a career. One-fourth of the women worked continuously between high school and college.

Prior to enrollment, twelve percent of the re-entry women were employed in unskilled occupations and fifty-nine percent were secretaries. Eleven percent were nurses; three percent were teachers. Ten percent were in business related occupations and two percent were in allied medical occupations. One woman was in the arts, one was a policewoman and one was an engineer.

At the time of enrollment, fifty-seven percent of the women were employed. Nineteen percent quit their former job to return to school. At enrollment forty-three percent of the total population of Prince Georges women were unemployed. Twenty-seven percent were secretaries, ten percent were nurses, and eleven percent were in business related occupations. Additionally, six percent were employed as unskilled workers, one percent were social workers, one percent, police, and one percent were in the arts. Two percent were in allied medical fields.

At the time of enrollment, no woman had a career in mind that was in the unskilled category. Thirty-eight percent wanted to enter business related areas, and twenty-eight percent wanted to enter nursing. Twelve percent wanted careers in education, nine percent in allied medical areas, two percent in science, two percent in the arts, and one percent with the police. One woman said that she had considered an alternative career in law.

At present eleven percent of the women are employed in unskilled areas, and twenty-eight percent in secretarial work. Twenty-seven percent are in business related areas, and twenty-one percent are in nursing. Six percent are in allied medical fields and one percent is in the arts and social work respectively. Table 42 shows the distribution of occupations of Prince Georges women over time.

Table 42. Distribution of Occupations of Prince Georges Women Over Time

	Prior to Enrollment N=168		At Enrollment N=181		Career in Mind N=124		Present Employment N=138	
Category	N	%	N	%	N	%	N	%
Unskilled	20	11	10	6	-	-	14	10
Secretarial	99	59	49	27	7	6	38	28
Social Worker	-	-	1	1	4	3	1	1
Nurse	18	11	18	10	35	28	29	21
Teacher	4	2	-	-	6	5	3	2
Education Specialty	1	1	1	1	9	7	3	2
Science	-	-	-	-	3	2	-	-
Engineering	1	1	1	1	-	-	2	1
Media/Writing	1	1	1	1	2	2	1	1
Data Processing	12	7	10	6	10	8	11	8
Accounting	5	3	6	3	33	27	19	14
Own Business	1	1	1	1	1	1	5	4
Medical	4	2	3	2	11	9	8	6
Arts	1	1	1	1	2	2	1	1
Police	1	1	1	1	1	1	-	-
Unemployed	-	-	78	43	-	-	3	2

Seventy-nine percent of Prince Georges re-entry women have gotten jobs in the field they prepared for. Ninety-one percent of the women are satisfied with their job.

Special Characteristics of the Women Returning to Prince Georges

Prince Georges women had the most children per family (2.43). They received the most AA's of all degrees awarded (55 out of 181). They were the only school with a significant relationship between receiving counseling and job satisfaction.

SUMMARY AND DISCUSSION OF ISSUES RELATED TO FINDINGS

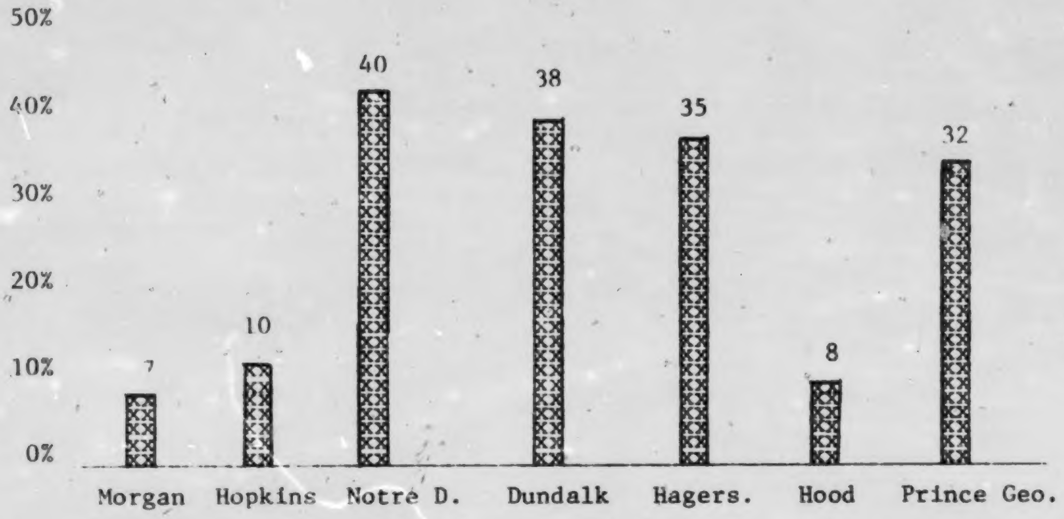
Each of the seven institutions of higher education in this study had its unique characteristics. So did the women who have attended them.

Family income varied widely between the groups. On the surface, one might think that it is a public versus private school issue that differentiates income, but geographic location and other factors seemed to be major determinants. Notre Dame, a private college, had 78% of it's re-entry women with incomes of over $16,000 per year, but Prince Georges, a public community college, had 69% of its re-entry women with similar family incomes, and Hagerstown, another public community college, had 68% of its families in this income bracket. Hood, a private college, similar in many respects to Notre Dame, had 66% of its families with incomes of $16,000+ per year. Dundalk Community College, similar in fees and goals to Hagerstown and Hood, had only 20% of the families of its re-entry women with like incomes. It is, therefore, not true that poorer women re-enter community colleges while richer ones go to private schools. Rather, women tend to return to what they perceive to be the best school that they can find and afford within reasonable geographic limits.

It is also false that poorer women re-enter college for career related reasons and richer ones tend to come for self-enrichment. The highest number of women who returned to college for self-enrichment (40%) were those who returned to Notre Dame, a college which also housed the wealthiest group of women. However, the school with the second highest number of women who returned for self enrichment (38%) was Dundalk Community College which housed the least wealthy segment of women. (Interestingly, each of these schools administers a CEW program that stresses self-discovery and enrichment for returning women.) Institutions where the lowest number of women returned for self-enrichment were the universities. Chart 28 illustrates the percentage of women that returned for self-enrichment across the seven institutions.

CHART 28

Women Who Returned for Self-Enrichment



Just as Notre Dame and Dundalk were similar in that they attracted high percentages of women returning to college for self-enrichment they were also similar in another way. Counseling effected the plans of two-thirds of the Notre Dame women who were counseled and two-thirds of the Dundalk women who were counseled. In all other schools it effected the plans of only one half of the women. Table 43 indicates the percentage of women at each institution who received counseling, of those, the percentage that received it while in college, and the percentage that perceived counseling to effect their plans.

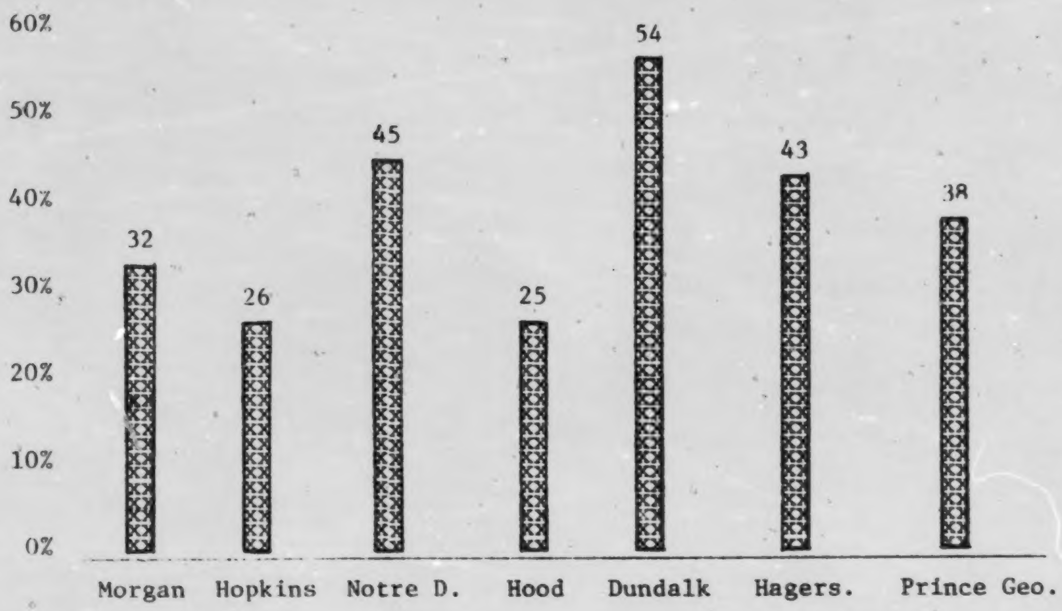
Table 43. Percentage of Women Receiving Counseling; Receiving it in College, and Perceiving it as Effecting Plans

Institution	Counseling Was Received	In College	Perceived As Effecting Plans
Morgan	25%	33%	50%
Hopkins	25%	15%	48%
Notre Dame	33%	70%	67%
Hood	33%	85%	50%
Dundalk	54%	87%	66%
Hagerstown	26%	83%	50%
Prince Georges	32%	70%	52%

Not only was counseling perceived as effecting plans the most by Notre Dame and Dundalk women, but a higher percentage of these women also changed their goals in college than did women from other institutions. Chart 29 illustrates the percentage of goal change by institution.

CHART 29

Percentage of Women Who Experienced Goal Change While in College

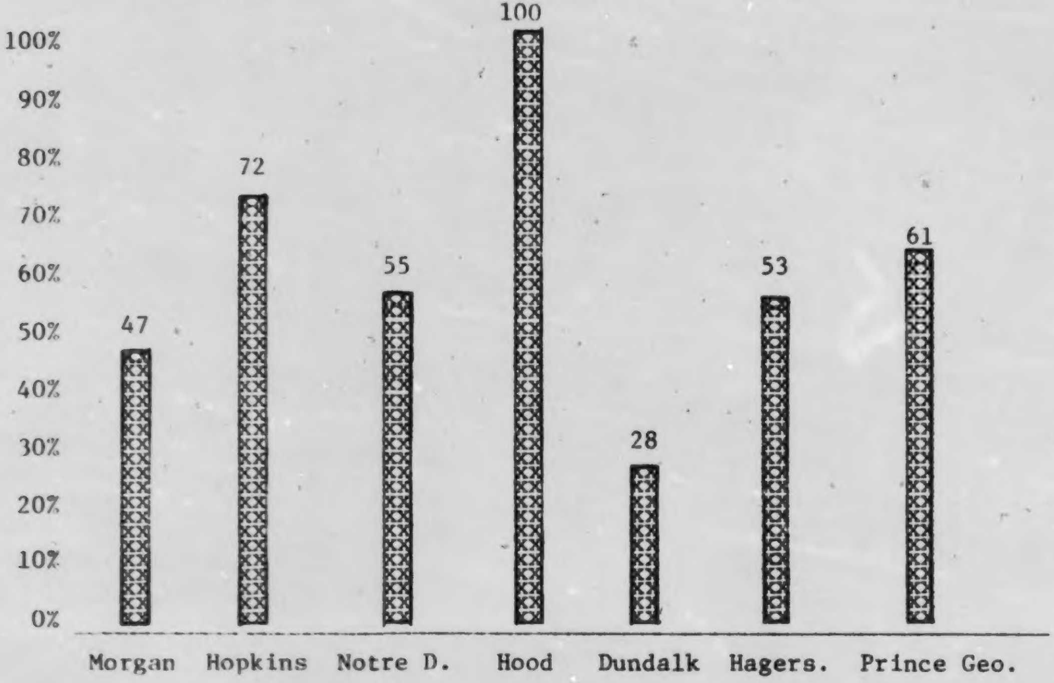


Clearly, colleges that emphasize self-discovery, enrichment and the ability to change one's course of action in life through programs designed to teach women to do these things get specific results. Women who come for self-enrichment, generally perceive counseling as effective, and generally change their goals.

The question is, "Do they reach their goals?" This is difficult to answer. On the surface the answer appears to be negative. Dundalk has the lowest completion record of all the schools under study and Notre Dame's rating in this variable is at the median. Only 28% of the women who attended Dundalk and 55% of the women who attended Notre Dame completed their programs. Chart 30 illustrates program completion by institution.

CHART 30

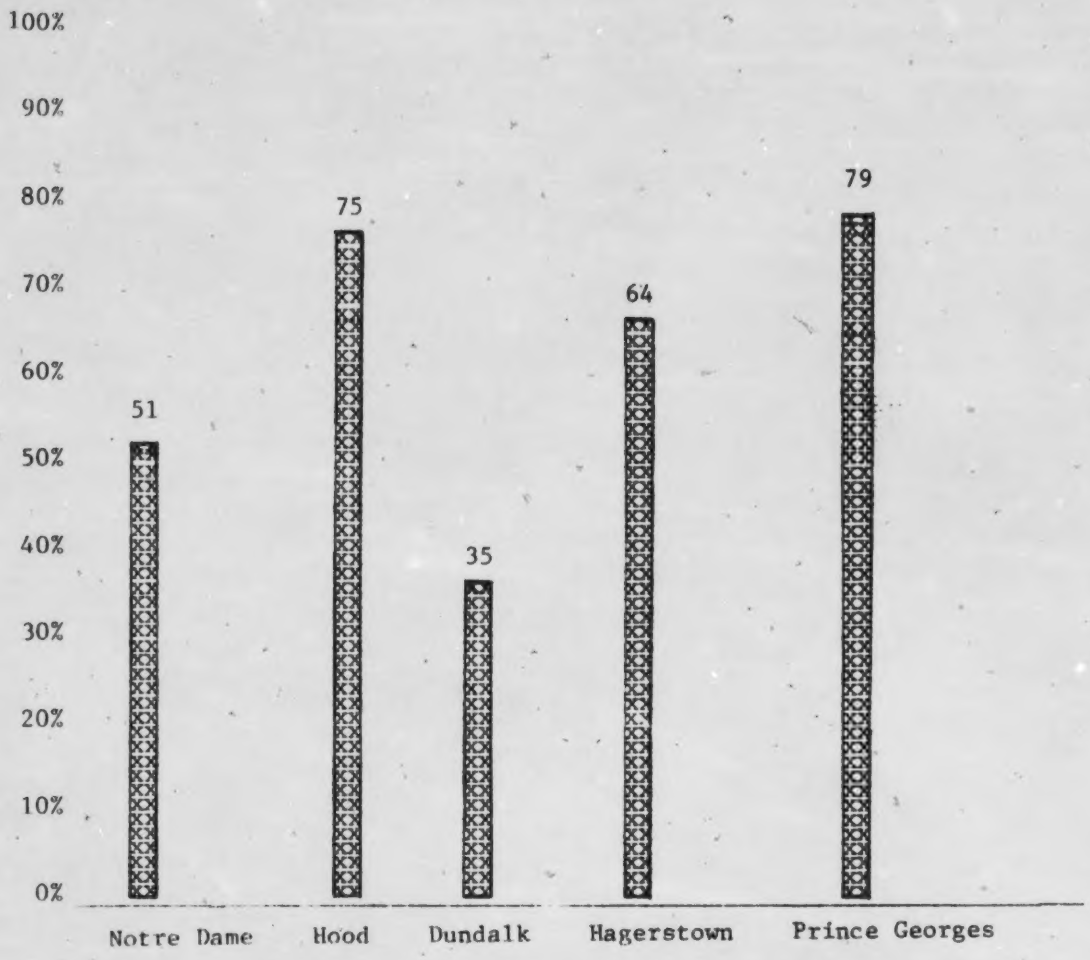
Percentage of Women Who Completed Their Program



Dundalk and Notre Dame also have a lesser percentage of people entering jobs in the field for which they prepared, as illustrated in Chart 31.

CHART 31

Percentage of Women in Jobs in the Field
For Which They Prepared



It is noted, however, that "answers" given in terms of program completions and job attainments merely beg the question. Forty-seven percent of the Dundalk re-entrees and thirty-three percent of the women returning to Notre Dame, set as their goal "just courses" and not the reception of degrees. Furthermore, these schools were institutions where two-fifths of the re-entry women did so for self-enrichment purposes.

A larger question is whether self-enrichment is really enough, or should we, along with "enrichment" offer incentives that will lead women to both degrees and a wider range of potential careers? If the answer is affirmative we must do something other than we are doing now.

Math is related to all Investigative and many Realistic Careers (Holland, 1973). Some think that women do not enter these careers because they are intrinsically men's, because there is something masculine about math and science. More probably, the negative approach that many women take toward math is socially conditioned. At all seven institutions the major reasons women gave for not taking math was that they didn't need it, or they weren't interested. In no institution except Prince Georges, where it was required in many programs, did more than half of the women study math. Its importance was neither perceived, nor taught. Furthermore, in all institutions but the universities, a relatively high percentage of women reported being frightened of taking math. Presumably nothing was done educationally to dispel the fear. Chart 32 illustrates the generally low percentage of women who took mathematics in each of the seven studied institutions, and Chart 33 shows the percentage of those frightened, among those who did not take math.

CHART 32

Percentage of Women Who Took Math

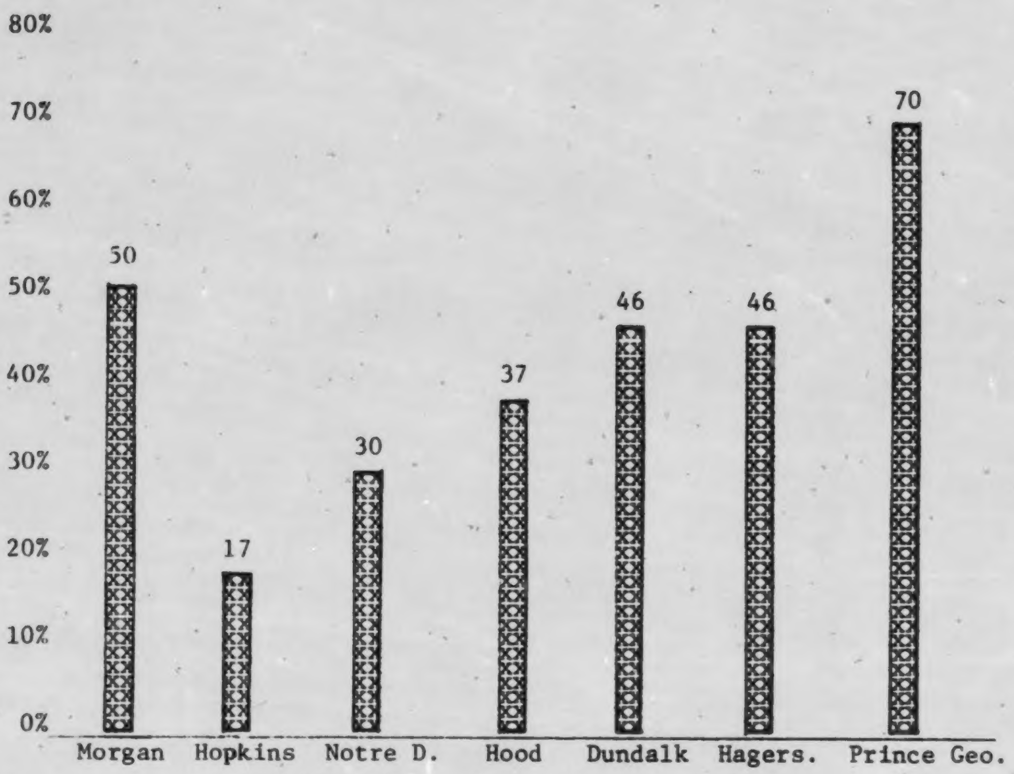
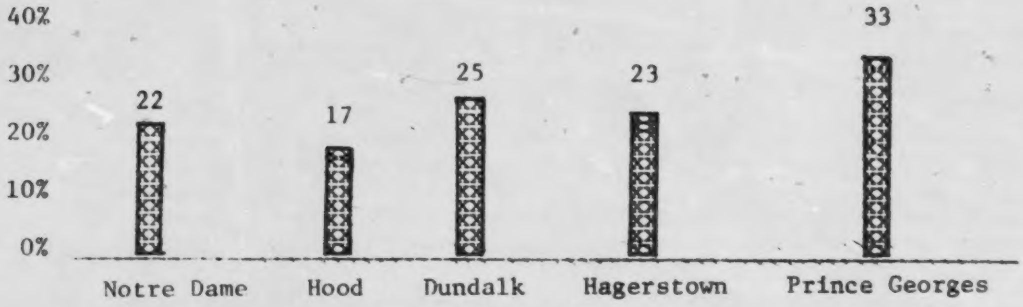


CHART 33

Percentage of Those Who Did Not Take Math
Who Were Frightened



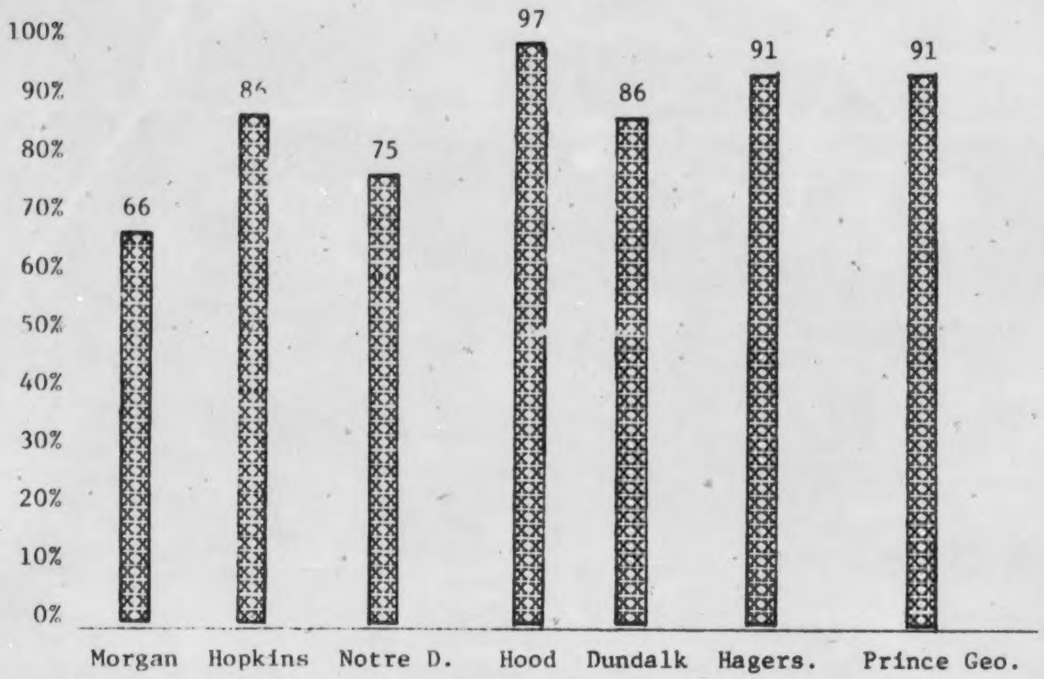
Whether women come to college for self-enrichment or for careers, there is intrinsic value in quantitative studies. This study shows that fear is not the only reason women do not take math. Over eighty-five percent of those who do not take math, do not perceive its value and this is relatively consistent across the institutions.

Although not all returning women enroll in school for career related reasons, most do enter some kind of a career when they leave school. In the main, women report to be satisfied with the jobs they enter, though the level of satisfaction is not completely singular throughout the institutions in this study.

It has been previously stated that Black students were less satisfied with their jobs than Whites. Next to Morgan, students from Notre Dame and Dundalk, respectively, showed the greatest degree of dissatisfaction. Chart 34 illustrates the percentage satisfied with their jobs across schools.

CHART 34

Percentage of Re-Entry Women Satisfied With Their Present Jobs



In summary, there were differences in population characteristics, settings and outcomes among all seven schools. Although women perceive a high degree of satisfaction with the outcome of their education, it is questionable whether they have, in fact, received the best that could have been given them.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

A question has been raised as to whether the real needs of re-entry women are met by the colleges that serve them and whether the needs for a qualified labor pool are best met by the Continuing Education for Women programs that exist. The purpose of this study was to ascertain whether the Maryland Institutions of Higher Learning merely respond to the "felt needs and desires of re-entry women," or whether these institutions give useful direction and, if need be, remediation so that old stereotypic notions are destroyed and new career options are explored.

The method of answering these questions has been through a retrospective study of over seven hundred women who returned to selective colleges and universities in Maryland. What specifically was looked for, in addition to demographics, was career aspiration, and job attainment. Aslo examined were sex-role stereotyping and job satisfaction.

In fact, although colleges and universities in Maryland are helping women to upgrade their status and in some ways enhance their lives, they are not emphasizing really new or non-traditional career options, nor reflecting to women the current demands of the labor market.

Colleges that have special CEW programs geared to self-awareness and self-discovery serve the women who return for "self-enrichment," and these account for twenty-five additional percent of the returnees. These women, plus those who want an upgrade in present status, are served well. However, the remaining forty-seven percent of the women who return to college for first careers (13%), or career change (23%), or even for uncertain reasons (5%) are not so well served.

It is evident that most of the women returning to school select curricula that lead to jobs in traditional areas: human service or secretarial-clerical. At best, only twenty percent aspire to occupations that are not along traditional lines, mostly in business related areas. What is important to recognize, however, is that the future for human service occupations, including teaching and social service, is not bright. The future in science related occupations is, however, very bright, and the future in business is variable (see "Outlook For Professions," NEA Reporter, September, 1980). All science related occupations and most business occupations require mathematics. Fifty-five percent of the women returning to college do not take a single course in it. Furthermore, those who do not take it, fail to recognize its importance, or are frightened of it. These women are therefore automatically excluded from those careers where the outlook is brightest.

Furthermore, the returning women are, in the main, uncounseled. Despite all the talk about counseling women, only thirty-two percent of the women in this study have _ever_ received it, and only twenty percent of the total population received it in college at the time of re-entry or after. As a rule of thumb, the higher the education the less the counseling in that the greatest percentage of women who receive it are in the community college. The lowest percentage are in the university.

Although the great majority of women studied (86%) felt that school helped them achieve their goals, the facts are that twenty-five percent of the women enrolled, quit. Although only seventy-five percent of the re-entry women set a degree as goal, it seems as though educators ought convey the economic advantages of a degree to women who often know pitifully little about the marketplace.

With regard to jobs acquired by the women after returning to college, approximately forty percent do not find the job of preference and approximately thirty percent do not find a job in the general areas of preference. It is noted that secretarial occupations, education and nursing accounted for two-thirds of all jobs held by the women. Business accounted for twenty percent and science and engineering two percent.

With the diminishing availability of jobs in education and other crowded human service areas, school enrollments are bound to fall, unless women are led to see themselves as potentially successful in other areas of endeavors.

Admittedly, there are problems with this. For example, our study showed that fifty-five percent of the women querried had considered owning their own businesses. Despite the fact that small business loans have been made available by the Federal Government as incentive, only one percent of the women studied actually assumed ownership. Schools have done little to help.

In order for the re-entry woman to own a business, become a computer systems analyst, an auto mechanic or a dentist, she must be able to see herself in that role. As long as counselors remain convinced that women in non-traditional careers are more neurotic than other women, that something that inheres in the career that is intrinsically antithetical to femininity, they will be of little or no help. If, on the other hand, counselors, apprised of the labor market, could use the tools of their trade to effect a potent self-image in the woman who would be different, much might be done.

Counselors, however, are not the sole solution. Effective linkages must exist between industry and higher education institutions so that women can apprentice or intern while they learn in school. Furthermore, it is the educator, not the returning woman, who must take the lead. In the majority of cases, in this study, career goals did not change while the women were in college. However, when change took place, labor market factors were the main reason for it. It is educators who must apprise women of these factors.

Although college has helped some women upgrade their job status and some enter new occupations, there are those who remain unemployed. Our study evidences, however, that unskilled and unemployed, as well as others, gave ratings of high satisfaction, with regard to their jobs. It is assumed that cognitive dissonance accounts for some of the high ratings of satisfaction that women tend to give. Perhaps the re-entry woman needs to be taught how and when to be unhappy and to verbalize it.

Black women were more verbal in their dissatisfaction than White women. They had good reason. A higher percentage of Blacks than Whites were unemployed. Those who were employed were employed longer at lower status jobs. This was also true of the husbands of Black women

Significantly more Blacks than Whites paid for their college education through personal savings or earnings, though a large number of White women also paid out of personal finances. The great majority of the growing numbers of women who re-enter college work while they go to school and have two plus children in the home. They form a group that deserve to have educators take them seriously.

RECOMMENDATIONS

Educators should recognize that CEW programs with titles of "New Directions" or "New Horizons" are not generally programs that feature non-traditional career development. To help women select careers, counselors must be available who are skilled in decision making techniques, and also in the issues involved. This is not to discourage women who wish to enter the humanities or human service, but to help them in the decision making process. Women must be aware of the marketplace demands and aware of the importance of math and science if they are to have a complete range of job options.

Steps must be developed and taken to assist women who are frightened of math and science. Some quantitative and science courses should be required of all returning women, those who return for careers and those whose sole purpose is enrichment, for knowledge of these areas as well as the humanities are indigenous to our culture.

Funding agents should look carefully at outcome. Since seventy-five percent of the women who enter college do so for career related reasons, this should be a major area of concern.

Institutions of Higher Education should recognize that there is a potential body of job seeking enrollees who will enroll in them if the institution, with industry, will develop programs with viable and predictable career outcomes. Incentives should be given to institutions that do this. Such programs, developed in conjunction with industry are essential if women are to enter predominantly male trades, or sophisticated business operations. Universities which attract the educated and professional of the returning women. will ultimately lose their source of clientele if they continue to concentrate solely on education and human services. What is needed is the means to apprise skills and intellectual talent and transfer them to occupations for which there is a future demand such as health services, administration and geology.

More scholarships are needed for women, particularly if we are to offer equal opportunity to those of low income. Also needed are child care centers for preschool youngsters, and after-school care is needed for the older child so that re-entry women can derive maximum benefit from college scheduling.

Lastly, inservice and preservice training needs to be given to counselors with regard to the real, not merely the perceived, needs of re-entry women. They are a priority area where there is a proved need for effective service.

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APPENDIX A

SURVEY INSTRUMENT

COLLEGE

CALL BACK TIME ______________________

INTERVIEWER ______________________

☐ Complete
☐ Partial
☐ Refused
☐ Call Back
☐ Can't Locate

NAME ______________________
1 Last First M.I.

CURRENT ADDRESS ______________________
Street

4 ______________________ ( )
City State Zip Phone No.

REGISTRATION ADDRESS ______________________
Street

______________________ ( )
City State Zip Phone No.

DATE OF BIRTH ___/___/___
5 Mo. Day Yr.

RACE
☐ Black
☐ Caucasian
☐ Hispanic
☐ Asian
☐ Other

7 ENTERED ___/___ ______ DATE RECEIVED ______
Mo. Yr. Degree Year

8 CURRICULUM ______________________

12 **Greeting and Introduction**

13 Hello, this is ______________________. ______________________

15 is sponsoring a survey to determine how well it has been serving its women students, and your name has been selected for inclusion in the survey. I would like to ask you some questions about yourself and about your experiences at ______________________. I can assure you that your name will be held in strict confidence and will be released to no one. Before we begin, do you have any questions?

I need to know something about you at the time you first enrolled at _______________.

17 1. How old were you when you returned to school? ____________

18 2. What is your age now? ____________

19 3. On the day you first registered, what was your marital status? Were you

☐ Single
☐ Married
☐ Separated
☐ Divorced
☐ Widowed

20 4. Has your marital status changed since registration?

☐ Yes ☐ No

21 5. What is your marital status now? [DO NOT ASK IF MARITAL STATUS HAS NOT CHANGED]

☐ Single
☐ Married
☐ Separated
☐ Divorced
☐ Widowed

22 6. What was the highest level of education you had attained prior to your enrollment at ______________?

☐ H S diploma

☐ A A

☐ B A

☐ M A

☐ Ph D

☐ Certificate

23 7. Did you have any children living at home with you at the time you first enrolled?

☐ No ☐ Yes

24 → How many? ____________________

25 → Were any of them pre-schoolers? ______________

I need to know something about your work experience before you entered ______ _________.

26 8. Between the time you left high school and the time you enrolled at _________ were you ever employed?

☐ No ☐ Yes

27 → What kind of work did you do? ________________________

____

28 29 At the time you were working, did you think of your job as a career or as something you were doing for lack of a better alternative?

30 ☐ Career

☐ Not-Career

9. [ASK ONLY IF EVER EMPLOYED]

31 Were you employed continuously from the time you left high school until you enrolled at ________?

☐ No ☐ Yes

32 10. Were you employed when you first enrolled?

☐ No ☐ Yes

33 11. What was your occupation when you first enrolled?

____

34 35 ____

12. Did you quit this job when you returned to school?

36 ☐ No ☐ Yes

13. On the day you first enrolled what was your academic goal?

37
- ☐ To take courses without working toward a degree
- ☐ To obtain a degree

38 14. Next, my original reason for enrolling at ____________ was

- ☐ To improve skills for a job I currently had
- ☐ To refresh skills in order to resume a career that had been interrupted
- ☐ To change to a new career
- ☐ To prepare for my first career
- ☐ For interest and self-enrichment
- ☐ For some other reason -- specify ________________________________

____

15. When you first went back to school at _______________, then, did you have a specific career in mind?

39

40 ☐ No ☐ Yes → What was it? ______________________________

41 42 ______________________________

16. [ASK ONLY IF SPECIFIC CAREER IS INDICATED]

Before deciding on this career, did you ever seriously consider entering a different career?

43 ☐ No ☐ Yes

44 → What other career did you consider entering?

45 46 __________________________ __________

→ Why did you change your mind about other career?

47
- ☐ Lack of opportunity
- ☐ Too demanding
- ☐ Salary
- ☐ New interest
- ☐ Training too expensive
- ☐ Other

17. After you started your coursework at _______________, did your career goals change?

48 ☐ No ☐ Yes → Why did your ideas change? Was it because of the coursework, an instructor, job prospects?

49 ______________________________

50 18. What was your husband's occupation at time of initial registration?

____

51 52

19. What was the level of income for your family when you enrolled?

53
- ☐ Under $5,000
- ☐ $6,000 - $10,000
- ☐ $11,000 - $15,000
- ☐ $16,000 - $20,000
- ☐ Over $25,000

20. What was the primary means by which you were able to finance your education?

54
- ☐ Personal savings
- ☐ Personal earnings
- ☐ Husband's earnings or savings
- ☐ Employer fringe benefits
- ☐ Loans
- ☐ Scholarships or grants
- ☐ Other (please specify) ______________________________

21. Are you employed now?

55 ☐ No ☐ Yes

56 Yes → What is your job title? ______________________

57 58 ______________________ ________

No → Why not? ______________________________

59
- ☐ Can't find employment
- ☐ Not interested in working

22. [ASK ONLY IF EMPLOYED NOW]

60 How satisfied are you with the job you have now? Would you say that you are (pick only one)

☐ Extremely satisfied

☐ Reasonably satisfied

☐ Somewhat dissatisfied

☐ Extremely dissatisfied

61 23. Are you working in the field you prepared for?

☐ No ☐ Yes

62 24. How much do you feel your experience at ____________ helped you achieve your career goals?

☐ Very much

☐ Somewhat

☐ Not at all

63 25. How much do you feel your experience at ____________ changed your career goals?

☐ Very much

☐ Somewhat

☐ Not at all

64 26. Have you ever thought of owning your own business?

☐ No ☐ Yes

65 27. While you were enrolled at ______________ did you take any math courses?

☐ No ☐ Yes

66 No → Why not?

☐ Frightened

67 ☐ Not interested

☐ Not needed

Yes → Why did you take math courses?

☐ Instructer

☐ Counselor

☐ Employer

☐ Needed for program

68 28. Have you ever received any type of formal career counseling?

☐ No ☐ Yes

69 Yes → Where? -- high school? college? your place of employment? a private agency? ______________________ ______________

____

70 29. Do you feel that the counseling significantly affected your career plans?

☐ Yes

☐ No

30. Are you enrolled at ____________________ now? 71

☐ Yes ☐ No

└──→ Did you complete the program you registered for at _______? 72

☐ Yes ☐ No

31. [ASK ONLY IF LEFT BEFORE COMPLETION]

How many hours of your program did you complete?____ 73 74

32. What was your primary reason for leaving college?

☐ Achieved my goals 75

☐ Lack of time

☐ Accepted a job

☐ Dissatisfied with my program

☐ Coursework was too difficult 76

☐ Could no longer afford to attend

☐ I moved away

☐ Other -- specify: ____ 77

____

May we have your permission to use this information in a statistical analysis research report?

☐ Yes ☐ No

→ We would appreciate your further cooperation in assisting us in our survey by signing and promptly returning to us your written permission form which we will mail to you. Thank you.

APPENDIX B

VARIABLE LIST FOR ALL SCHOOLS

COLUMN	VAR #	VARIABLE	EXPLANATION
1	V1	SCHOOL	1=Morgan 2=JHU 3=Dundalk 4=Notre Dame 5=HJC 6=PGCC 7=Hood
2-4	V2	ID	Unique number, 001 to 999
5-6	V3	DOB	Year of Birth
7	V4	RACE	1=Black 2=Caucasian 3=Hispanic 4=Asian
8-9	V5	ENTERMO	Date of first registration: Month
10-11	V6	ENTERYR	Date of first registration: Year
12	V7	DEGREE	1=None 2=Certificate 3=AA 4=Bachelors 5=Masters 6=Adv. Study 7=PhD
13-14	V8	RECDEG	Year received degree
15-16	V9	CURRIC	See attached code sheet
17	V10	AGE	Age at return: 1=less than 32 2=32-35 3=36-39 4=40-44 5=45 and up
18	V11	AGENOW	Present Age: 1=35 or less 2=36-39 3=40-44 4=45-50 5=over 50
19	V12	MARSTAT	Marital status at registration: 1=Single 2=Married 3=Separated 4= Divorced 5=Widowed
20	V13	MARNOW	Current marital status (see above)
21	V14	YEARSED	Educational status prior to return: 1=12 yrs or HS 2=13-15 yrs or AA 3=16-17 yrs or BA 4=18-19 yrs or MA or RN or Adv Cert 5=20 or more yrs or PhD
22	V15	KIDSPRES	Kids present in household at registration 1=No 2=Yes
23	V16	NOFKIDS	Number of kids (8=8 or more; 9=missing data)

COLUMN	VAR #	VARIABLE	EXPLANATION
24	V17	PRESKOOL	Number of preschoolers present (see above)
25	V18	EVEREMP	Employed between high school and college 1=No 2=Yes
26-27	V19	PRIORWRK	Type of prior work (see attached code sheet)
28	V20	WKASCAR	Considered work as career: 1=No 2=Yes
29	V21	WKCONT	Worked continuously between high school and college: 1=No 2=Yes
30	V22	EMPATENR	Employed at enrollment: 1=No 2=Yes
31-32	V23	OCCATENR	Occupation at enrollment (see attached sheet)
33	V24	QUITJOB	Quit job to start school: 1=No 2=Yes
34	V25	ACADGOAL	Academic goal: 1=Just courses 2=Degree
35	V26	REASON	Reason for enrolling: 1=Improve skills for current job 2=Refresh skills for interrupted career 3=Change to new career 4=Prepare for first career 5=Interest and self enrichment
36	V27	CINMIND	Career in mind at registration: 1=No 2=Yes
37-38	V28	CAREERID	What career in mind at registration (see attached code sheet)
39	V29	OTHOCC	Whether other occupations were considered 1=No 2=Yes
40-41	V30	WHATOTH	What other occupations considered (see attached code sheet)
42	V31	YNOTOTH	Why other career not pursued: 1=Lack of opportunity 2=Too demanding 3=Salary 4=New interest 5=Training too expensive 6=Other
43	V32	CHANGEID	Career goals changed after enrollment? 1=No 2=Yes
44	V33	YCHANGE	Why career goals changed: 1=Coursework 2=Instructor 3=Job prospectus

COLUMN	VAR #	VARIABLE	EXPLANATION
45-46	V34	HUSBOCC	Husband's occupation at enrollment (see attached code sheet)
47	V35	INCOME	Income at enrollment: 1=less than 5000 2=6-10,000 3=11-15,000 4=16-20,000 5=More than 20,000
48	V36	FINANCE	Primary means of financing education 1=Personal savings 2=Personal earnings 3=Husband's savings or earning 4=Employer benefits 5=Loans 6=Scholarships 7=Other
49-50	V37	JOBNOW	Job at time of interview (see attached sheet)
51	V38	YNOJOB	Why not employed: 0=Is employed 1=Can't find job 2=Don't want a job 3=No time 4=Student
52	V39	JOBSATIS	Job satisfaction: 1=Quite dissatisfied to 4=Quite satisfied
53	V40	FIELD	In field prepared for: 1=No 2=Yes
54	V41	ACHIEVE	Extent to which school helped achieve goals: 1=No 2=Some 3=Yes
55	V42	CHANGE	Extent to which school changed goals 1=No 2=Some 3=Yes
56	V43	BUSINESS	Thought of owing own business? 1=No 2=Yes
57	V44	ANYMATH	Whether math was taken: 1=No 2=Yes
58	V45	YNOMATH	Why math was not taken: 1=Frightened 2=Not interested 3=Not needed
59	V46	YTAKMATH	Why math was taken: 1=Instructor 2=Counselor 3=Employer 4=Required 5=Personal enrichment
60	V47	COUNSEL	Ever receive career counseling 1=No 2=Yes
61	V48	WHERECNS	Where counseling was received: 1=High school 2=College 3=Employment 4=Private agency

Unless otherwise indicated, a zero (0) represents missing information.

COLUMN	VAR #	VARIABLE	EXPLANATION
62	V49	CNSAFECT	Did counseling affect career plans 1=No 2=Yes
63	V50	STILLAT	Still enrolled: 1=No 2=Yes
64	V51	COMPLETE	Was program completed: 1=No 2=Yes
65	V52	HRSDONE	Credit hours completed: 1=Up to 24 2=25-60 3=61-90 4=Over 90
66	V53	LEAVE1	Primary reason for leaving: 1=Achieved goals 2=Lack of time 3=Accepted a job 4=Dissatisfied with program 5=Coursework too difficult 6=Could no longer afford to attend 7=Moved away
67	V54	GENCUR	General Curriculum: 1=Underemployed 2=Clerical 3=Business/Enterprising 4=Education, Social, or Medial Service 5=Art, Liberal Arts, Humanities 6=Science/Engineering
68	V55	GENOCC1	General category of prior work: 1=Underemployed (Unemployed or Unskilled) 2=Clerical 3=Business 4=Teaching or Social Service 5=Arts, Writing, Media 6=Science 7=Engineering
69	V56	GENOCC2	General category of occupation at enrollment (see above)
70	V57	GENOCC3	General category of job in mind (see above)
71	V58	GENOCC4	General category of other jobs considered (see above)
72	V59	GENOCC5	General category of present job (see above)
73	V60	TRAD1	Traditionality of prior work: 1=Traditional 2=Non-traditional
74	V61	TRAD2	Traditionality of occupation at enrollment (see above)
75	V62	TRAD3	Traditionality of job in mind (see above)
76	V63	TRAD4	Traditionality of other jobs (see above)

COLUMN	VAR #	VARIABLE	EXPLANATION
77	V64	TRAD5	Traditionality of present job 1=Traditional 2=Non-traditional
78	V65	EXACTJOB	Whether obtained exactly job originally had in mind: 1=No 2=Yes
79	V66	NEARJOB	Whether obtained job in same general field as job originally in mind: 1=No 2=Yes

APPENDIX C

HOLLAND'S SIX OCCUPATIONAL CATEGORIES PLUS THE UNDEREMPLOYED CATEGORY WITH THE NINETEEN CLASSIFICATIONS SUBSUMED

I. Underemployed
  1. Unskilled
  16. Unemployed

II. Conventional/Clerical
  2. Secretarial, Clerical
  11. Data Processing

III. Enterprising/Business
  5. Lawyer
  12. Business, Accounting, Management, Real Estate
  13. Own Business

IV. Social Service/Teaching
  3. Social Worker
  4. Nurse
  6. Teacher
  7. Educational Specialty
  15. Medical Specialty
  18. Police

V. Art, Performing Arts
  10. Media, Writing
  17. Artistic

VI. Science
  8. Scientific
  14. Research Assistant

VII. Engineering/Technical
  9. Engineering
  19. Skilled Worker

APPENDIX D

OCCUPATIONAL STATUS

The occupations are ranked from highest to lowest.

Women's	Men's
Lawyer	Physician
Engineering	Lawyer
Own Business	Scientific Professional
Business	Engineer
Scientific	Teaching Specialty
Educational Specialty	Teacher
Teacher	Own Business
Social Worker	Manager, Supervisor, Administrator
Research Assistant	Business
Media	Salesman
Police	Clergy
Medical Specialty	Computer Programmer/Analyst
Nurse	Media
Artistic	Serviceman
Data Processing	Public Service
Secretarial	Construction
Skilled Work	Skilled Labor
Unskilled Work	Unskilled Labor
Unemployed	Unemployed

APPENDIX E

STATISTICS FOR GROUP DIFFERENCES DESCRIBED IN CHAPTER VI

A. POPULATION CHARACTERISTICS

(1) Among All Seven Schools

Analysis of Variance, Age at Enrollment
(1=less than 32; 2=32-35; 3=36-39; 4=40-44; 5=45 and up)

	Group	Number	Mean	Std. Dev.
1	Morgan	152	2.93	.83
2	Hopkins	139	2.63	1.02
3	Dundalk	97	2.81	.83
4	Notre Dame	106	2.93	.90
5	Hagerstown	49	2.59	.76
6	Prince Georges	181	2.62	.78
7	Hood	39	2.87	.92

$F_{(6,756)} = 3.38; p < .003$

(From this point, only the numbers will be used to identify the schools)

Analysis of Variance, Years of Prior Education
(1=12 yrs; 2=13-15; 3=16-17; 4=18-19; 5=20 or more)

Group	Number	Mean	Std. Dev.
1	155	2.32	.89
2	139	3.16	.77
3	94	1.06	.35
4	106	1.46	.71
5	49	1.35	.63
6	181	1.33	.97
7	39	2.00	.65

$F_{(6,756)} = 108.8; p < .0001$

Analysis of Variance, Number of Children

Group	Number	Mean	Std. Dev.
1	146	1.98	1.42
2	124	1.76	1.21
3	---	----	----
4	100	2.22	1.61
5	48	2.23	1.37
6	175	2.43	1.51
7	38	2.26	1.43

$F_{(5,625)} = 3.75$; $p < .01$

Analysis of Variance, Number of Preschoolers

Group	Number	Mean	Std. Dev.
1	146	1.53	.79
2	124	1.37	.79
3	---	----	----
4	102	.23	.54
5	49	.14	.35
6	176	.20	.44
7	39	.26	.59

$F_{(5,630)} = 122.35$; $p < .0001$

Analysis of Variance, Credit Hours
(1=up to 24; 2=25-60; 3=61-90; 4=over 90)

Group	Number	Mean	Std. Dev.
1	155	1.23	.65
2	139	1.20	.71
3	95	1.73	.82
4	107	1.14	.54
5	49	1.37	.78
6	181	1.33	.75
7	39	1.00	.00

$F_{(6,758)} = 9.19$; $p < .0001$

Chi Square. Degrees Granted

Group	None	Cert	AA	BA	MA	Adv Cer	PhD	Total
				Degree				
1	35	0	0	31	33	0	0	99
2	44	2	0	5	63	8	0	122
3	73	0	24	0	0	0	0	97
4	1	0	0	27	0	0	0	28
5	1	0	11	0	0	0	0	12
6	126	0	55	0	0	0	0	181
7	0	0	0	33	4	0	1	38
Total	280	2	90	96	100	8	1	577

Chi $\text{Square}_{(36)} = 689.67$; $p < .0001$

Chi Square. Prior Employment

Group	Under Emp	Cler	Busi	Soc Ser	Arts	Sci	Engi	Total
				Occupation				
1	28	42	12	70	1	1	1	155
2	7	7	8	113	0	3	0	138
3	33	26	11	14	5	0	0	89
4	4	61	9	26	1	0	1	102
5	5	26	2	13	0	1	1	48
6	20	111	6	28	2	0	1	168
7	0	22	2	10	1	0	0	35
Total	97	295	50	274	10	5	4	735

Chi $\text{Square}_{(36)} = 304.94$; $p < .0001$

Chi Square, Job in Mind at Enrollment

Group	Under Emp	Cler	Busi	Soc Ser	Arts	Sci	Engi	Total
				Occupation				
1	0	0	35	91	1	3	0	130
2	1	1	3	100	1	1	0	107
3	1	4	12	28	3	1	0	49
4	0	1	13	15	2	1	0	32
5	0	2	3	19	0	0	0	24
6	0	17	34	66	4	3	0	124
7	0	0	1	25	2	1	0	29
Total	2	25	101	344	13	10	0	495

Chi Square$_{(30)}$ = 100.46: p $<$ .0001

Chi Square, Academic Goal

Group	Just Courses	Degree	Total
	Goal		
1	14	134	148
2	10	128	138
3	43	49	92
4	35	71	106
5	22	27	49
6	49	132	181
7	3	36	39
Total	176	577	753

Chi Square$_{(6)}$ = 89.00; p $<$ .0001

Chi Square, Reason for Enrolling

	Reason					
Group	Improve Skills	Refresh Skills	Change Jobs	Prepare for 1st Career	Self Enrichment	Total
1	76	6	30	20	11	143
2	80	13	25	5	14	137
3	17	7	14	17	33	88
4	16	2	27	14	40	99
5	6	4	15	5	16	46
6	48	7	43	25	57	180
7	2	5	14	14	3	38
Total	245	44	168	100	174	731

Chi $\text{Square}_{(24)} = 177.45$; $p < .0001$

Chi Square, Whether Still Enrolled

	Enrolled?		
Group	Yes	No	Total
1	13	135	148
2	5	131	136
3	6	90	96
4	53	53	106
5	13	33	46
6	68	111	179
7	11	28	39
Total	169	581	750

Chi $\text{Square}_{(6)} = 130.20$: $p < .0001$

Chi Square, Completions

	Completed Program?		
Group	Yes	No	Total
1	72	64	136
2	97	37	134
3	27	68	95
4	30	25	55
5	18	16	34
6	66	42	108
7	37	1	38
Total	347	253	600

Chi Square$_{(6)}$ = 72.08; $p < .0001$

Chi Square, Status by Husband's Occupation

	Status			
Group	Lower Third	Middle Third	Upper Third	Total
1	102	9	44	155
2	13	12	74	99
3	---	--	--	---
4	11	11	61	83
5	11	2	25	38
6	74	12	57	143
7	6	4	27	37
Total	217	50	288	555

Chi Square$_{(10)}$ = 119.12; $p < .0001$

Chi Square, Status by Income

	Income			
Group	<10,000	10,000-20,000	>20,000	Total
1	--	---	---	---
2	--	---	---	---
3	25	59	8	92
4	8	40	56	104
5	7	27	13	47
6	23	88	62	173
7	4	20	14	38
Total	67	234	153	454

Chi $\text{Square}_{(8)} = 50.91$; $p < .0001$

Analysis of Variance, Whether Received Counseling (1=No, 2=Yes)

Group	Number	Mean	Std. Dev.
1	147	1.27	.44
2	133	1.25	.43
3	97	1.54	.50
4	106	1.33	.47
5	46	1.26	.44
6	174	1.32	.47
7	39	1.33	.48

$F_{(6,735)} = 4.56$; $p < .001$

Chi Square, Marital Status

	Marital Status					
Group	Single	Marr.	Sep.	Div.	Widowed	Total
1	16	97	15	17	4	149
2	19	96	7	10	3	135
3	2	80	9	3	3	97
4	7	77	3	16	4	107
5	0	41	1	3	4	49
6	14	138	12	13	4	181
7	1	37	1	0	0	39
Total	59	566	48	62	22	757

Chi $\text{Square}_{(24)} = 54.28; p < .0005$

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(2) By Setting

Analysis of Variance, Age at Enrollment
(1=less than 32; 2=32-35; 3=36-39; 4=40-44; 5=45 and up)

Group	Number	Mean	Std. Dev.
1 University	291	2.79	.93
2 2 Year College	327	2.68	.79
3 Private College	145	2.92	.90

$F_{(2,760)} = 4.02; p < .02$

(From this point, only the numbers will be used to identify the setting)

Analysis of Variance, Years of Prior Education
(1=12 yrs; 2=13-15; 3=16-17; 4=18-19; 5=20 or more)

Group	Number	Mean	Std. Dev.
1	294	2.72	.93
2	324	1.25	.80
3	145	1.61	.73

$F_{(2,760)} = 243.56$; $p < .0001$

Analysis of Variance, Number of Children

Group	Number	Mean	Std. Dev.
1	270	1.88	1.33
2	223	2.39	1.48
3	138	2.23	1.56

$F_{(2,628)} = 8.18$; $p < .001$

Analysis of Variance, Number of Preschoolers

Group	Number	Mean	Std. Dev.
1	270	1.46	.79
2	225	.19	.43
3	141	.23	.56

$F_{(2,633)} = 302.86$, $p < .0001$

Analysis of Variance, Credt Hours
(1=up to 24: 2=25-60: 3=1-90: 4=over 90)

Group	Number	Mean	Std. Dev.
1	294	1.21	.68
2	325	1.45	.79
3	146	1.10	.47

$F_{(2,762)} = 15.83$: $p < .001$

Chi Square, Degrees Grantd

				Degree				
Group	None	Cert	A	BA	MA	Adv Cer	PhD	Total
1	79	2	0	36	96	8	0	221
2	200	0	90	0	0	0	0	290
3	1	0	0	60	4	0	1	66
Total	280	2	90	96	100	8	1	577

Chi $\text{Square}_{(12)} = 584.4$: $p < .0001$

Chi Square, Prior Employment

				ccupation				
Group	Under Emp	Cler	Bus	Soc Ser	Arts	Sci	Engi	Total
1	35	49	20	183	1	4	1	293
2	58	163	19	55	7	1	2	305
3	4	83	11	36	2	0	1	137
Total	97	295	50	274	10	5	4	735

Chi $\text{Square}_{(12)} = 180.01$: $p < .0001$

Chi Square, Job in Mind at Enrollment

Occupation

Group	Under Emp	Cler	Busi	Soc Ser	Arts	Sci	Engi	Total
1	1	1	38	191	2	4	0	237
2	1	23	49	113	7	4	0	197
3	0	1	14	40	4	2	0	61
Total	2	25	101	344	13	10	0	495

$\text{Chi Square}_{(10)} = 49.43$: $p < .0001$

Chi Square, Academic Goal

Goal

Group	Just Courses	Degree	Total
1	24	262	286
2	114	208	322
3	38	107	145
Total	176	577	753

$\text{Chi Square}_{(2)} = 62.51$; $p < .0001$

Chi Square, Reason for Enrolling

	Reason					
Group	Improve Skills	Refresh Skills	Change Jobs	Prepare for 1st Career	Self Enrichment	Total
1	156	19	55	25	25	280
2	71	18	72	47	106	314
3	18	7	41	28	43	137
Total	245	44	168	100	174	731

Chi $\text{Square}_{(8)} = 126.00$; $p < .0001$

Chi Square, Whether Still Enrolled

	Still Enrolled?		
Group	Yes	No	Total
1	18	266	284
2	87	234	321
3	64	81	145
Total	169	581	750

Chi $\text{Square}_{(2)} = 85.28$; $p < .0001$

Chi Square, Completions

	Completed Program?		
Group	Yes	No	Total
1	169	101	270
2	111	126	237
3	67	26	93
Total	347	253	600

Chi $\text{Square}_{(2)} = 21.96$; $p < .0001$

Chi Square, Status by Husband's Occupation

	Status			
Group	Lower Third	Middle Third	Upper Third	Total
1	115	21	118	254
2	85	14	82	181
3	17	15	88	120
Total	217	50	288	555

Chi $\text{Square}_{(4)} = 40.11$; $p < .0001$

Chi Square, Status by Income

	Income			
Group	< 10,000	10,000-20,000	> 20,000	Total
1	---	---	---	---
2	55	174	83	312
3	12	60	70	142
Total	67	234	153	454

Chi $\text{Square}_{(2)} = 23.94$; $p < .0001$

Analysis of Variance, Whether Received Counseling
(1=No; 2=Yes)

Group	Number	Mean	Std. Dev.
1	280	1.26	.44
2	317	1.38	.49
3	145	1.33	.47

$F_{(2,739)} = 5.08$; $p < .01$

B. OUTCOME DIFFERENCES

(1) Among All Seven Schools

Chi Square, Current Occupation

Group	Under Emp	Cler	Busi	Soc Ser	Arts	Sci	Engi	Total
1	26	24	23	82	0	0	0	155
2	10	3	8	103	3	5	0	132
3	32	20	16	20	3	0	1	92
4	5	21	19	27	2	0	1	75
5	0	11	6	16	2	0	0	35
6	17	49	24	44	2	0	2	138
7	1	5	1	25	1	3	0	36
Total	91	133	97	317	13	8	4	663

Chi Square$_{(36)}$ = 199.20; p $<$ .0001

Chi Square, Obtaining Exactly Job in Mind

Group	Yes	No	Total
1	77	38	115
2	66	30	96
3	13	24	37
4	10	13	23
5	11	7	18
6	50	47	97
7	20	8	28
Total	247	167	414

Chi Square$_{(6)}$ = 21.87: p $<$ .002

Chi Square, Obtaining Nearly Job in Mind

	Obtained?		
Group	Yes	No	Total
1	84	31	115
2	86	10	96
3	17	20	37
4	13	10	23
5	12	6	18
6	58	39	97
7	24	4	28
Total	294	120	414

Chi $\text{Square}_{(6)} = 38.99; p < .0001$

Analysis of Variance, Job Satisfaction

Group	Number	Mean	Std. Dev.
1	119	2.81	.91
2	118	3.20	.77
3	73	3.29	.87
4	43	3.26	.82
5	20	3.40	.68
6	92	3.34	.65
7	27	3.44	.58

$F_{(6,485)} = 6.01; p < .0001$

Chi Square, Changes in Status

Group	Downgrade	Change Same	Upgrade	Total
1	19	101	35	155
2	18	81	40	139
3	16	43	38	97
4	34	40	33	107
5	11	16	22	49
6	49	69	63	181
7	3	2	34	39
Total	150	352	265	767

Chi $\text{Square}_{(12)} = 103.38$; $p < .0001$

Analysis of Variance, School Helped Achieve Goals

Group	Number	Mean	Std. Dev.
1	147	2.50	.66
2	134	2.33	.75
3	92	2.24	.82
4	104	2.43	.76
5	48	2.42	.82
6	178	2.42	.70
7	34	2.67	.58

$F_{(6,735)} = 2.30$ $p < .05$

Analysis of Variance. School Changed Goals

Group	Number	Mean	Std. Dev.
1	148	1.45	.70
2	138	1.57	.75
3	93	1.67	.78
4	102	1.86	.84
5	48	1.54	.80
6	172	1.65	.81
7	39	1.56	.85

$F_{(6,733)} = 3.14; p < .01$

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(2) By Setting

Chi Square, Current Occupation

	Occupation							
Group	Under Emp	Cler	Busi	Soc Ser	Arts	Sci	Engi	Total
1	36	27	31	185	3	5	0	287
2	49	80	46	80	7	0	3	265
3	6	26	20	52	3	3	1	111
Total	91	133	97	317	13	8	4	663

Chi $\text{Square}_{(12)} = 90.88; p < .0001$

Chi Square, Obtaining Exactly Job in Mind

	Obtained?		
Group	Yes	No	Total
1	143	68	211
2	74	78	152
3	30	21	51
Total	247	167	414

Chi Square$_{(2)}$ = 13.39; $p < .002$

Chi Square, Obtaining Nearly Job in Mind

	Obtained?		
Group	Yes	No	Total
1	170	41	211
2	87	65	152
3	37	14	51
Total	294	120	414

Chi Square$_{(2)}$ = 23.43; $p < .0001$

Analysis of Variance, Job Satisfaction

Group	Number	Mean	Std. Dev.
1	237	3.00	.87
2	185	3.32	.75
3	70	3.33	.74

$F_{(2,489)}$ = 9.78; $p < .0002$

Chi Square, Changes in Status

Group		Change		Total
	Downgrade	Same	Upgrade	
1	37	182	75	294
2	76	128	123	327
3	37	42	67	146
Total	150	352	265	767

Chi Square$_{(4)}$ $= 54.35$; $p < .0001$

Analysis of Variance, School Helped Achieve Goals

Group	Number	Mean	Std. Dev.
1	281	2.42	.71
2	318	2.36	.76
3	143	2.50	.72

$F_{(2,739)} = 1.53$; not significant

Analysis of Variance, School Changed Goals

Group	Number	Mean	Std. Dev.
1	286	1.51	.73
2	313	1.64	.80
3	141	1.78	.85

$F_{(2,737)} = 5.96$; $p < .005$